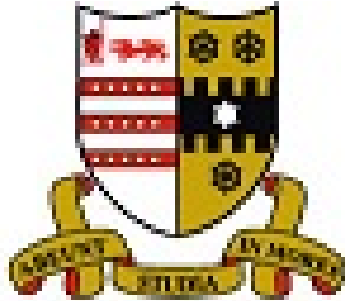


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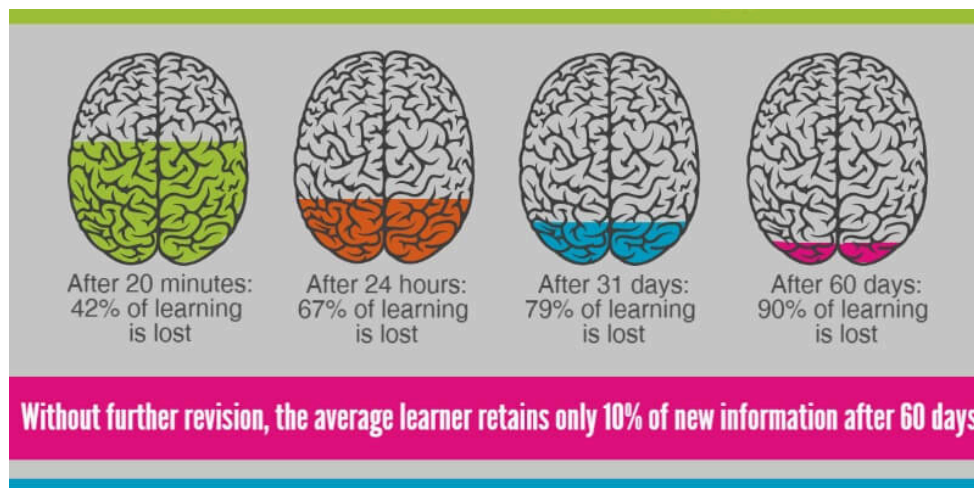
Regular Review Booklet

Year 10

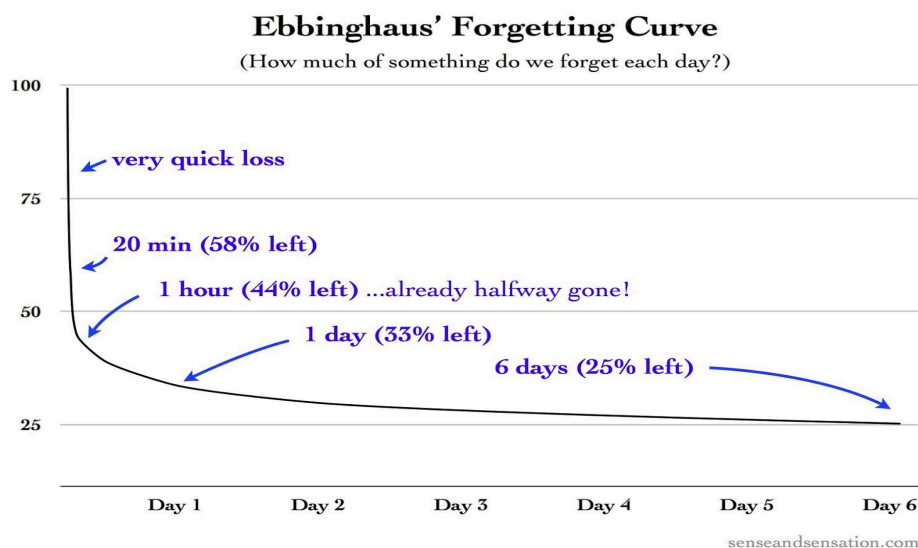
Name and Tutor _____

Why Introduce a Regular Review Booklet?

Retrieval practice is the strategy of recalling facts, concepts, or events from memory in order to enhance learning. The act of retrieving something from your memory actually strengthens the connections holding it there, making it more likely that you'll be able to recall it in the future. A classic example of retrieval practice is using flashcards as a study tool. Sometimes called the "testing effect," retrieval practice in teaching is not limited to quizzes or exams, but can include any exercise where students attempt to retrieve what they have learned from their memory.



Reviewing previous learning isn't just about reviewing things from the previous lesson. It is important to review content over time, this could be engaging students in weekly and monthly review. Once they have started to forget things – 'forgetting' is a really important step in the learning process, and recalling content after a gap helps to strengthen our ability to remember it in the longer term. This is perfectly summarised by the forgetting curve below, after just 1 hour over 56% of what has been learnt has been forgotten, therefore training our brains to and using constant review is very important.



How the Regular Review Booklet Works

In this regular review booklet you will have all of the subjects. You only need to focus on the subjects which you are studying. What should regular review look like?

In reality it looks like:

- Reviewing (summarising) your lessons within **24 HOURS**
- Returning to the learning a **few days or a week** later
- Then again a few weeks later which becomes a regular rolling review

“The closer you are to forgetting a piece of information, the more likely it is that you will benefit from revisiting it” (Bush and Watson, 2019).

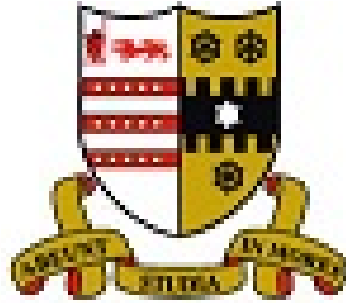
This regular review booklet is to help you with the long term retention of the information that you are learning in lessons. This document is to help you provide structure to additional private study and to support your learning. Using the regular review technique has been studied and in one subject, where retrieval was encouraged, results increased by 50% in the first test and 125% in the second. Therefore showing how crucial regular review and retrieval can be.

For each subject, there are four sections. Each subject has completed a term by term review document (Each section is explained below in the table).

<u>New Content Introduced</u>	<u>Recommended review of prior content</u>	<u>Recommended resources or strategies to support review</u>
This section will be the new information that you are studying in lessons.	This section will be the topics which have been suggested that you revisit and focus on for that term.	<p>This section has been created by the teacher to help you with recommended strategies to help support your learning.</p> <p>This could be specific tasks. Or it could be to create a revision source for a particular topic/case study. The resources/strategies will be explained in this section.</p>
<u>Key Assessments</u>		
This section is when you will have key assessment for that subject. The subject teacher will then give you more detail when these key assessments will be.		

Contents

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Maths

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Calculating Surds	Squares, cubes, square roots, cube roots and prime numbers	https://www.mathsgenie.co.uk/resources/7-surds.pdf drfrostmaths.com
Indices (Fractional and Negative)	Laws of indices	https://www.mathsgenie.co.uk/resources/6-fractional-and-negative-indices.pdf drfrostmaths.com
Upper and Lower Bounds	Rounding to significant figures and decimal places	https://www.mathsgenie.co.uk/resources/7-bounds.pdf drfrostmaths.com
Right Angled Trigonometry	Rearranging equations, solving equations and ratio.	https://www.mathsgenie.co.uk/resources/5-SOHCAHTOA.pdf drfrostmaths.com
Exact Value Trigonometry	Surds (earlier in the same term)	https://www.mathsgenie.co.uk/resources/5-exact-trig-values.pdf drfrostmaths.com
<p>Key Assessment: Learning Review 1 will feature all of the 'new content' covered this term In-class quizzes after each topic</p> <p>Homework: Weekly homeworks will be set on Dr. Frost maths to consolidate learning from previous term (Year 9 term 6)</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Simultaneous equations: <ul style="list-style-type: none"> • Elimination • Substitution • Graphical • Worded in context 	Solving equations, rearranging and substitution	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-simultaneous-equations.pdf https://www.mathsgenie.co.uk/resources/5-solving-simultaneous-equations-graphically.pdf
Enlargements (Fractional and Negative)	Enlargements	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-enlargement-negative-scale-factor.pdf
Sequence of Transformations	Rotations, translations, reflections and enlargements	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/3-transformations.pdf
Invariant Points	Rotations, translations, reflections and enlargements	Drfrostmaths.com
Expanding Triple Brackets	Expanding single and double brackets	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-expanding-triple-brackets.pdf
Factorising a quadratic when $a > 1$	Factorising a quadratic when $a = 1$	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/7-factorising-harder-quadratics.pdf
Four operations with algebraic fractions	Four operations of numerical fractions	Drfrostmaths.com

		https://www.mathsgenie.co.uk/resources/7-algebraic-fractions.pdf
<p>Key Assessment: Learning Review 2 will have all of the new content introduced but will also feature topics from term 1.</p> <p>In-class quizzes after each topic</p> <p>Homeworks will be set weekly and feature topics from term 1.</p>		

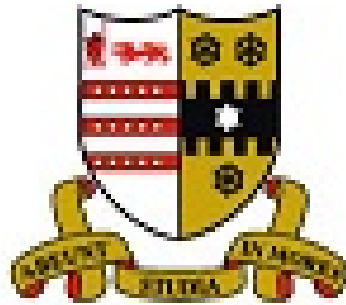
New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Algebraic ratio	Ratio	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-ratio-problems2.pdf
Direct Proportion (Constant k)	Direct proportion (worded), rearranging equations, substitution.	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-direct-and-inverse-proportion.pdf
Inverse Proportion (Constant k)	Inverse Proportion (worded), rearranging equations, substitution.	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-direct-and-inverse-proportion.pdf
Quadratic Nth Term	Linear nth term	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/8-quadratic-sequences.pdf
Geometric Sequences	Ratio	drfrostmaths.com
<p>Key Assessment: Mid-Year exam at the end of term 3 with everything learnt so far. In-class quizzes after each topic Weekly Homeworks on learning from Term 2.</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Solving Inequalities	Solving equations	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/4-in-equalities.pdf
Finding regions using inequalities	Drawing graphs in the form $y=mx + c$	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-in-equalities-regions.pdf
Surface Area and Volume of 3D Solids	Area and Perimeter of 2D shapes.	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/4-cylinders.pdf https://www.mathsgenie.co.uk/resources/5-spheres-and-cones.pdf
Area and Volume Scale Factor	Linear scale factor	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-similar-shapes2.pdf
<p>Key Assessment: Learning review 3 at the end of term 4 on content learnt this term with a few topics interleaved from previous learning</p> <p>In-class quizzes after each topic</p> <p>Weekly homework set with work from Term 3</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Circle Theorems	Angles in triangles and quadrilaterals and general angle facts	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-circle-theorems.pdf
Plotting Graphs (Quadratics, Cubic, Reciprocals and Exponentials)	Substitution	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-quadratic-graphs.pdf https://www.mathsgenie.co.uk/resources/5-cubic-and-reciprocal-graphs.pdf
Velocity-Time Graphs	Distance-Time Graphs, gradient of a line	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/9-velocity-time-graphs.pdf
Covert recurring decimals to fractions	Simplifying fractions	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-recurring-decimals.pdf
Key Assessment: In-class quizzes after each topic and mock preparation for after the June half-term Homework set weekly on Term 4 material.		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Solving quadratics	Factorising quadratics and solving linear equations	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-solving-quadratics-by-factorising.pdf
Solving quadratics when they are not =0 by estimating graphically	Plotting quadratics and linear graphs	Drfrostmaths.com
Conditional Probability	Independent tree diagrams	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/7-conditional-probability.pdf
Venn Diagrams	Multiplying fractions/decimals	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/5-venn-diagrams.pdf
Product rule for counting		Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-product-rule.pdf
Parallel and perpendicular line equations	$y=mx + c$	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/6-parallel-and-perpendicular-lines.pdf
Equation of a tangent to a circle	$y=mx + c$, circle theorems, solving equations and substitution	Drfrostmaths.com https://www.mathsgenie.co.uk/resources/9-perpendicular-lines.pdf

Key Assessment: End of Year 10 Mock Exams
Paper 1 Non-Calc (In Hall) and a Paper 2 Calculator (in-Class)
In-class quizzes after each topic
Weekly Homework set on Term 5 content



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Biology

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New Animal	Content Introduced Organisation (module 2)	review of	Recommended prior content	resources support review (inc extra-curricular opportunities)	Recommended or strategies to
Enzymes		For this topic: Look over the Key Stage 3 topics of: Food and digestion Breathing and circulation Ongoing review: Year 9 Cell Biology		Read through all the BBC bitesize learner guides and complete the quizzes at the end of the sections on Cell Biology: https://www.bbc.co.uk/bitesize/guides/z84jtv4/revision/1 https://www.bbc.co.uk/bitesize/guides/zs8y4qt/revision/1 https://www.bbc.co.uk/bitesize/guides/zc7k2nb/revision/1 Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/6b76a6e0-cf79-11e7-83a9-29a486db2c9f Use CGP 'The Revision Guide' Higher tier, GCSE AQA Grade 1-9 ISBN 9781782945567	
Enzyme reactions - <i>Required practical</i>					
Digestive system					
Enzymes in the digestive system					
Food groups and food tests - <i>Required practical</i>					
Absorption and nutrient transfer in the intestines					
Key Assessment: at the end of this topic all students sit the Digestion assessment based on GCSE exam questions. This will also include questions on year 9 GCSE content - cell biology topic.					

Educake will be used for informal progress checking in some lessons and for some homeworks.



Yr10

Term 2

Biology

New Content Introduced: Animal Organisation (module 2) Respiration (module 4)	Recommended review of prior content	Recommended resources or strategies to support review
<div>The heart</div> <div>Blood vessels</div> <div>Blood components</div> <div>Cardiovascular disease</div> <div>Aerobic respiration</div> <div>Anaerobic respiration</div> <div>Exercise</div> <div></div>	<div>For this topic:</div> <div>Look over the Key Stage 3 topics of:</div> <div>Food and digestion</div> <div>Breathing and circulation</div> <div>Ongoing review:</div> <div>Year 10 - Digestion</div>	<div>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section on Digestion:</div> <div>https://www.bbc.co.uk/bitesize/guides/zcttv9q/revision/1</div> <div>Use the relevant sections (Cell biology and Digestion) in the Seneca course:</div> <div>https://app.senecalearning.com/classroom/course/6b76a6e0-cf79-11e7-83a9-29a486db2c9f</div> <div>Use CGP 'The Revision Guide' Higher tier, GCSE AQA Grade 1-9 ISBN 9781782945567</div>
<div>Key Assessment: at the end of this topic all students will sit the Respiratory and Circulatory System assessment based on GCSE exam questions. This will also include some synoptic questions on year 10 GCSE content - Digestion</div> <div>Educake will be used for informal progress checking in some lessons and for some homeworks</div>		

New Content Introduced: Infection and Response (module 3)	Recommended review of prior content	Recommended resources or strategies to support review
Named diseases	<p>For this topic: Look over the Year 8 Microbes and Disease topic Year 9 Cell Biology - bacterial cells</p> <p>Ongoing review: Year 10 Respiratory and Circulatory Systems and Respiration</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each sections on: Respiratory and Circulatory Systems and Respiration</p> <p>https://www.bbc.co.uk/bitesize/guides/zyptv9q/revision/1 https://www.bbc.co.uk/bitesize/guides/zqnsrwx/revision/1 https://www.bbc.co.uk/bitesize/guides/zcyj97h/revision/1</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/6b76a6e0-cf79-11e7-83a9-29a486db2c9f</p> <p>Use CGP 'The Revision Guide' Higher tier,</p>
How disease spreads		
Human barriers to infection		
Immune system		
Vaccination		
Drug development		
Microbiology practical - <i>Required practical</i>		
Plant disease and deficiencies		

		GCSE AQA Grade 1-9 ISBN 9781782945567
<p>Key Assessment: at the end of the topic all students will sit the Infection and Response assessment based on GCSE exam questions. This will also include some synoptic questions on year 10 GCSE content - Animal Organisation</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks.</p>		



Yr10 Term 4

Biology

New Content Introduced: Plant Organisation (Module 2) Photosynthesis (Module 4)	Recommended review of prior content	Recommended resources or strategies to support review
Plant cells	<p>For this topic: Look over year 7 plants and classification Look over year 9 specialised cells and tissues and movement in and out of cells</p> <p>Ongoing review: Year 10 Infection and Response</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section on Infection and Response: https://www.bbc.co.uk/bitesize/guides/zxr7ng8/revision/1 https://www.bbc.co.uk/bitesize/guides/z8fkmsg/revision/1 https://www.bbc.co.uk/bitesize/guides/zt8t3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/z3tgw6f/revision/1</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/6b76a6e0-cf79-11e7-83a9-29a486db2c9f</p>
Plant tissues and organs		
Transpiration		
Transpiration practicals		
Translocation		
Translocation practical		
Photosynthesis		
Photosynthesis experiments - <i>Required practicals</i>		

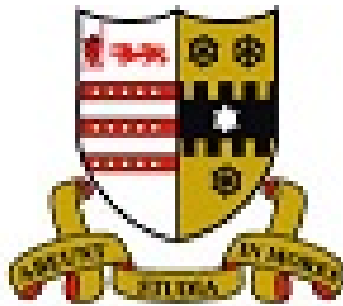
		Use CGP 'The Revision Guide' Higher tier, GCSE AQA Grade 1-9 ISBN 9781782945567
<p>Key Assessment: at the end of this topic all students will sit the Plant assessment based on GCSE exam questions. This will also include some synoptic questions on year 10 Disease</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

New Content Introduced: Ecology Part 1 (module 7)	Recommended review of prior content	Recommended resources or strategies to support review
Competition	<p>For this topic: Look over year 7 plants and classification</p> <p>Ongoing review: Year 10 Plant Organisation and Photosynthesis</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section of Plant Organisation and Photosynthesis:</p> <p>https://www.bbc.co.uk/bitesize/guides/zyk8msg/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zg8nrwx/revision/1</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/6b76a6e0-cf79-11e7-83a9-29a486db2c9f</p> <p>Use CGP 'The Revision Guide' Higher tier,</p>
Abiotic and biotic factors		
Adaptations		
Food chains and webs		
Trophic levels		
Pyramids of biomass and transfer of energy		
Quadrats and transects - <i>Required Practical</i>		
Water cycle and carbon cycle		
Decay - <i>Required Practical</i>		

		GCSE AQA Grade 1-9 ISBN 9781782945567
<p>Key Assessment: Year 10 mock - at the end of term 5 or start of term 6 all year 10 students will sit a biology mock. In Biology this will cover all content covered to date in year 9 and 10: Cells (module 1), Organisation in Animals (module 2), Disease (module 3) and Organisation in Plants (module 2). The paper will be a Paper 1. If students have completed the ongoing review activities throughout the year they should have been steadily reviewing the content for this mock exam. In preparation for the mock students should do a number of Paper 1 past papers https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources?f.Resource+type%7C6=Question+papers&f.Tier%7CO=Higher</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks.</p>		

SCHOOL

continued	New Content Introduced: Ecology part 2 (module 7)	Recommended review of prior content	Recommended resources or strategies to support review
Biodiversity and waste management	For this topic: Look over year 8 Ecology Ongoing review: Year 10 Ecology part 1	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section on Ecology part 1: https://www.bbc.co.uk/bitesize/guides/z9pd6yc/revision/1 https://www.bbc.co.uk/bitesize/guides/z9nwtv4/revision/1 https://www.bbc.co.uk/bitesize/guides/zy7qw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/zs7qw6f/revision/1 Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/6b76a6e0-cf79-11e7-83a9-29a486db2c9f Use CGP 'The Revision Guide' Higher tier, GCSE AQA Grade 1-9 ISBN 9781782945567	
Global warming			
Deforestation and land use			
Food security and farming			
Biotechnology			
Key Assessment: at the end of this topic all students will sit the Ecology assessment based on GCSE exam questions. This will also include some synoptic questions on Plant Organisation.			
Educake will be used for informal progress checking in some lessons and for some homeworks.			



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Physics

Year 10 Separate Science students are following the AQA GCSE Physics specification (<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>) . Further details on content and revision resources can be found on the year 10 section of the Marling Physics website: <https://www.marlingphysics.co.uk/year-10>

Term 1

New Content Introduced- Waves (module 6)- part 1	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Wave properties	For this topic: Look over the Key Stage 3 waves topic Ongoing review: Year 9 Energy- types and transfers	Read through all the BBC bitesize learner guides to waves and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/topics/zw982hv Review the revision powerpoint on Energy and complete the practise questions here: https://www.marlingphysics.co.uk/year-9
Measuring wave properties - <i>Required practical</i>		
Electromagnetic spectrum		
Dangers of electromagnetic waves		
Visible light- colour		
Visible light- filters		
Infrared and black body radiation		
Radiation investigation- <i>Required practical</i>		
Earth's radiation budget		
Key Assessment: At the end of this topic all students will sit the waves part 1 assessment based on GCSE exam questions. This will also include questions on year 9 GCSE content- Energy and Particles topics		

Term 2

New Content Introduced: Forces (module 5)- part 1	Recommended review of prior content	Recommended resources or strategies to support review
Force interactions	For this topic: Look over the key stage 3 Forces topic Ongoing review: Year 9 Energy- resources	Read through all the BBC bitesize learner guides on forces and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/z4brd2p Review the revision powerpoint on Energy Resources and complete the practise questions here: https://www.marlingphysics.co.uk/year-9
Weight versus mass		
Work done and energy transfer		
<i>Elastic Deformation and Hooke's law- Required practical</i>		
Plastic deformation		
Moments		
Levers and gears		
Key Assessment: At the end of this topic all students will sit the Forces part 1 assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 waves		

Term 3

New Content Introduced: Forces (module 5)- part 1 continued	Recommended review of prior content	Recommended resources or strategies to support review
Displacement and velocity	<p>For this topic: Look over the key stage 3 Forces topic</p> <p>Ongoing review: Year 9 Particles</p>	<p>Read through all the BBC bitesize learner guides on forces and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/z4brd2p</p> <p>Review the revision powerpoint on Particles and complete the practise questions here: https://www.marlingphysics.co.uk/year-9</p>
Distance-time graphs		
Acceleration		
Velocity-time graphs		
Newton's Laws		
<i>Newton's second law investigation - Required practical</i>		
Terminal velocity		
Vehicle safety- thinking and braking distances		
<p>Key Assessment: At the end of this topic all students will sit the Forces part 1 assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 waves</p>		

Term 4

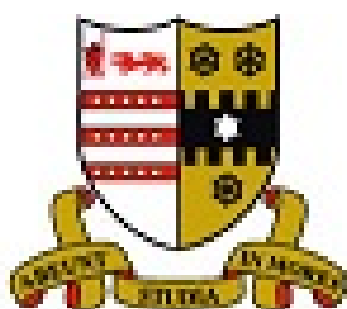
New Content Introduced: Electricity (module 2)- part 1	Recommended review of prior content	Recommended resources or strategies to support review
Static electricity and charge	For this topic: Look over the key stage 3 Electricity topic Ongoing review: Year 10 Waves	Read through all the BBC bitesize learner guides on electricity and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/zgy39j6 Review the revision powerpoint on Waves and complete the practise questions here: https://www.marlingphysics.co.uk/year-10
Electric fields and sparks		
Current		
Charge and current		
Potential difference		
Series and parallel circuits		
Electricity in the home (AC/DC and plugs)		
Key Assessment: At the end of this topic all students will sit the Electricity part 1 assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 Waves and Forces		

Term 5

New Content Introduced: Atomic Structure and Radioactivity (Module 4)	Recommended review of prior content	Recommended resources or strategies to support review
Development of atomic theory	For this topic: Look over the key stage 3 Atomic Structure topic Ongoing review: Year 10 Forces	Read through all the BBC bitesize learner guides on electricity and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/z242m39/articles/z4mx7yc Review the revision powerpoint on Forces and complete the practise questions here: https://www.marlingphysics.co.uk/year-10
The modern atomic model		
Types of radioactivity		
Nuclear equations		
Half lifes		
Modelling half lives		
Dangers of radioactivity		
Uses of radioactivity		
Fission and fusion		
<p>Key Assessment: At the end of this topic all students will sit the Atomic Structure and Radioactivity assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 waves</p> <p>Year 10 mocks: At the end of term 5 or start of term 6 all year 10 students will sit mock exams. In Physics these will cover all content covered to date in year 9 and 10: Energy, Particles, Waves (part 1), Forces (part 1), Electricity (part 1), Atomic Structure and Radioactivity. If students have completed the ongoing review activities throughout the year they should have been steadily reviewing the content for this mock exam.</p>		

Term 6

New Content Introduced: Space Physics (module 8)	Recommended review of prior content	Recommended resources or strategies to support review
What is the universe?	For this topic: Look over the key stage 3 Space topic	Read through all the BBC bitesize learner guides on Space and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/z8c9q6f
Our solar system		
Life Cycle of Star		
The expanding universe		
The big bang theory		
Key Assessment: At the end of this topic all students will sit the Space Physics assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 and year 10 content		



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Chemistry

Yr10

Chemistry

Year 10 Separate Science students are following the AQA GCSE Chemistry specification

(<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>)



Term 1

MARLING SCHOOL	New Content Introduced:		Recommended resources or strategies to support review (inc extra-curricular opportunities)
		Recommended review of prior content	
Topic: Metal properties and identification Lessons: 1. Metals and non-metals 2. Metallic bonding 3. Properties of metals and alloys 4. Useful alloys 5. Group 1 metals 6. Transition metals 7. Flame tests 8. Hydroxide tests Specification points: 4.1.2.3 Metals and non-metals 4.2.1.5 Metallic bonding 4.2.2.7 Properties of metals 4.2.2.8 Metals as conductors 4.10.3.2 Alloys as useful materials 4.1.2.5 Group 1 4.1.3 Properties of transition metals 4.8.3.1 Flame tests 4.8.3.6 Instrumental methods 4.8.3.7 Flame emission spectroscopy		For this topic: Look over the chemistry Key Stage 3 topics.	Read through all the BBC Bitesize learner guides and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/e39e7f70-d100-11e7-9b85-bbf8589a9044 Set yourself an Educake quiz Google Classroom has all the lessons and resources for each lesson. Review your learning using the PowerPoint slides. Testing your understanding by answering exam questions, using the following website: https://revisionscience.com/gcse-revision/chemistry Create a glossary for all the key terms for the topic

4.8.3.2 Metal hydroxides		
Key Assessment: At the end of this topic, all students will sit an end-of-topic test based on GCSE exam questions.		

Yr10
Term 2

Chemistry



MARLING
SCHOOL

New Content Introduced:	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Topic: Obtaining and reacting metals</p> <p>Lessons:</p> <ol style="list-style-type: none"> 1. The reactivity series 2. Redox 3. Metal oxides 4. Corrosion 5. Displacement reactions 6. Extraction of metals 7. Phytomining and bioleaching <p>Specification points:</p> <p>AQA Topics: 4 and 10</p> <p>4.4.1.2 The reactivity series</p> <p>4.4.2.1 Reaction of metals and acids</p> <p>4.4.1.4 Oxidation and reduction in terms of electrons</p> <p>4.4.1.1 Metal oxides</p> <p>4.10.3.1 Corrosion and its prevention</p> <p>4.4.1.3 Extraction of metals and reduction</p> <p>4.10.1.4 Alternatives methods of extracting metals</p> <p>AQA Topics: 4 and 10</p>	<p>For this topic:</p> <p>Review the previous topic.</p> <p>Look over the chemistry Key Stage 3 topics.</p>	<p>Read through all the BBC Bitesize learner guides and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/e39e7f70-d100-11e7-9b85-bbf8589a9044</p> <p>Set yourself an Educake quiz</p> <p>Google Classroom has all the lessons and resources for each lesson. Review your learning using the PowerPoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionscience.com/gcse-revision/chemistry</p> <p>Create a glossary for all the key terms for the topic</p>

Key Assessment:

At the end of this topic, all students will sit an end-of-topic test based on GCSE exam questions.

Yr10
Term 3

Chemistry



MARLING
SCHOOL

New Content Introduced:	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Topic: Structure and bonding AQA Topic 2</p> <p>Covalent bonding Ionic bonding States of matter Nanoparticles</p>	<p>For this topic:</p> <p>Review the previous topic.</p> <p>Look over the chemistry Key Stage 3 topics.</p>	<p>Read through all the BBC Bitesize learner guides and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/e39e7f70-d100-11e7-9b85-bbf8589a9044</p> <p>Set yourself an Educake quiz</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the PowerPoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionscience.com/gcse-revision/chemistry</p> <p>Create a glossary for all the key terms for the topic</p>
Key Assessment:		

At the end of each topic all students will sit an end-of-topic test based on GCSE exam questions.

Yr10
Term 4

Chemistry



MARLING
SCHOOL

New Content Introduced:	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Topic: The halogens and anion testing AQA Topic 1 and 8 Halogens Testing for anions Testing for gases</p>	<p>For this topic: Review the previous topic. Look over the chemistry Key Stage 3 topics.</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/e39e7f70-d100-11e7-9b85-bbf8589a9044</p> <p>Set yourself an Educake quiz</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the PowerPoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionscience.com/gcse-revision/chemistry</p> <p>Create a glossary for all the key terms for the topic</p>
Key Assessment:		

At the end of this topic all students will sit an end-of-topic test based on GCSE exam questions.

Yr10
Term 5

Chemistry



MARLING
SCHOOL

New Content Introduced:	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Topic: Quantitative chemistry AQA Topic 3 Moles Percentage yield Atom economy</p>	<p>For this topic: Review the previous topic. Look over the chemistry Key Stage 3 topics.</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/e39e7f70-d100-11e7-9b85-bbf8589a9044</p> <p>Set yourself an Educake quiz</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the PowerPoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionscience.com/gcse-revision/chemistry</p> <p>Create a glossary for all the key terms for the topic</p>
<p>Key Assessment: At the end of this topic all students will sit an end-of-topic test based on GCSE exam questions.</p>		

Yr10
Term 6

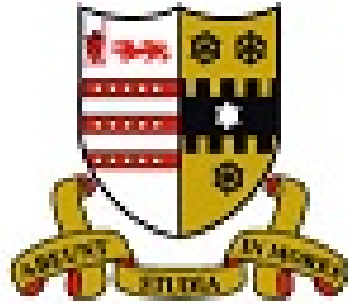
Chemistry



MARLING
SCHOOL

New Content Introduced:	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Topic: Energy Changes AQA Topic 5 Endothermic and exothermic reactions Bond enthalpy</p>	<p>For this topic:</p> <p>Review the previous topic.</p> <p>Look over the chemistry Key Stage 3 topics.</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</p> <p>Use the relevant sections in the Seneca course: https://app.senecalearning.com/classroom/course/e39e7f70-d100-11e7-9b85-bbf8589a9044</p> <p>Set yourself an Educake quiz</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the PowerPoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionscience.com/gcse-revision/chemistry</p> <p>Create a glossary for all the key terms for the topic</p>
Key Assessment:		

At the end of this topic all students will sit an end-of-topic test based on GCSE exam questions.



MARLING
SCHOOL

Physics (Combined)

Combined Science students are following the AQA Trilogy specification

Yr10

Physics Combined

Term 1



MARLING
SCHOOL


New Content Introduced- Waves (module 6)- part 1	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Wave types, properties and behaviour</p> <p>Measuring wave properties - <i>Required practical</i></p> <p>Refraction</p> <p>Electromagnetic spectrum and uses of waves</p> <p>Dangers of electromagnetic waves</p> <p>Light</p> <p>Infrared and black body radiation</p> <p>Radiation investigation- <i>Required practical</i></p>	<p>For this topic: Look over the year 8 topics of light and sound</p> <p>Ongoing review: Year 9 Energy- types and transfers</p>	<p>Read through all the BBC bitesize learner guides to waves and complete the quizzes at the end of each section</p> <p>https://www.bbc.co.uk/bitesize/topics/z2j22nb</p> <p>For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598</p>
<p>Key Assessment: At the end of this topic all students will sit the waves part 1 assessment based on GCSE exam questions. This will also include questions on year 9 GCSE content- Energy and Particles topics</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

Yr10
Term 2

Physics Combined



MARLING
SCHOOL

 New Content Introduced: Forces (module 5)- part 1		Recommended review of prior content	Recommended resources or strategies to support review
Force interactions contact v non contact		For this topic: Look over the Year 7 Forces topic Ongoing review: Year 9 Energy- resources	Read through all the BBC bitesize learner guides on forces and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/zmtttv4 For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Weight versus mass and density			
Resultant force			
Force calculations			
Work done			
Key Assessment: At the end of this topic all students will sit the Forces part 1 assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 waves Educake will be used for informal progress checking in some lessons and for some homeworks			

SCHOOL

New Content Introduced: Forces (module 5)- part 1 continued	Recommended review of prior content	Recommended resources or strategies to support review
<i>Elastic Deformation and Hooke's law- Required practical investigating springs</i>	For this topic: Look over the Year 7 Forces topic Ongoing review: Year 10 waves part 1	Read through all the BBC bitesize learner guides on forces and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/zmtttv4 For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Plastic deformation and elasticity		
Displacement and velocity		
Distance-time graphs		
Acceleration		
Velocity-time graphs		
Key Assessment: At the end of the forces topic all students will sit the Forces part 1 assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 waves Educake will be used for informal progress checking in some lessons and for some homeworks		



MARLING
SCHOOL

Yr10 Term 4

Physics Combined

SCHOOL		New Content Introduced: Complete forces (Module 5) Electricity (Module 2)- part 1	Recommended review of prior content	review Recommended resources or strategies to support
Terminal velocity			For this topic: Look over the key stage 3 Electricity topic Ongoing review: Year 10 Forces from terms 2 and 3	Read through all the BBC bitesize learner guides on forces and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/ztmmtv4 For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Vehicle safety- thinking and braking distances				
Static electricity and charge				
Electric fields and sparks				
Current				
Charge and current				
Key Assessment: At the end of the force topic all students will sit the Forces part 1 assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 Waves and Forces Educake will be used for informal progress checking in some lessons and for some homeworks				

Yr10
Term 5

Physics Combined



MARLING
SCHOOL

New Content Introduced: Continuation of electricity (module 2) Atomic Structure and Radioactivity (Module 4)		Recommended review of prior content	Recommended resources or strategies to support review
Potential difference	For this topic: Look over the year 9 Atomic Structure topic Ongoing review: Year 10 Forces from term 3 Electricity from term 4	Read through all the BBC bitesize learner guides on electricity and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/zcg44qt For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598	
Series and parallel circuits			
Electricity in the home (AC/DC and plugs)			
Development of atomic theory			
The modern atomic model			
Types of radioactivity			
Nuclear equations			
<p>Key Assessment: Year 10 mocks: At the end of term 5 or start of term 6 all year 10 students will sit mock exams. In Physics these will cover all content covered to date in year 9 and 10: Energy, Particles, Waves (part 1), Forces (part 1), Electricity (part 1), Atomic Structure and Radioactivity. If students have completed the ongoing review activities throughout the year they should have been steadily reviewing the content for this mock exam.</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>			

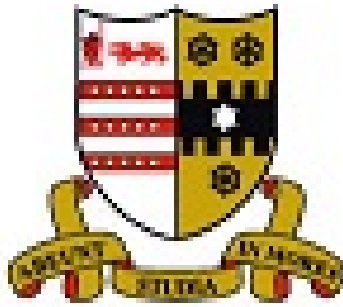
Yr10
Term 6

Physics Combined



MARLING
SCHOOL

New Content Introduced: Atomic Structure and Radioactivity (Module 4 continued)	Recommended review of prior content	Recommended resources or strategies to support review
Half lifes Modelling half lives Dangers of radioactivity Uses of radioactivity Fission and fusion	For this topic: Look over the year 9 Atomic Structure topic Ongoing review: Electricity from term 5	Read through all the BBC bitesize learner guides on electricity and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/zshssrd For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Key Assessment: At the end of this topic all students will sit the Atomic Structure and Radioactivity assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 and year 10 content Educake will be used for informal progress checking in some lessons and for some homeworks		



MARLING
SCHOOL

Biology (Combined)

New Content Introduced- Organisation (module 2) Digestion Breathing	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Enzymes	For this topic: Look over the Key Stage 3 topics of: Food and digestion Breathing and circulation Ongoing review: Year 9 Cell biology - cell structure and function	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section
Enzyme reactions - <i>Required practical</i>		https://www.bbc.co.uk/bitesize/guides/z89mk2p/revision/1
Digestive system		https://www.bbc.co.uk/bitesize/guides/zpxv6yc/revision/1
Enzymes in the digestive system		
Food groups and food tests - <i>Required practical</i>		
Absorption and nutrient transfer in the intestines		
Breathing system		
Gas exchange		
Key Assessment: At the end of this topic all students will sit the Digestion assessment based on GCSE exam questions. This will also include questions on year 9 GCSE content- cell biology topic.		
Educake will be used for informal progress checking in some lessons and for some homeworks		

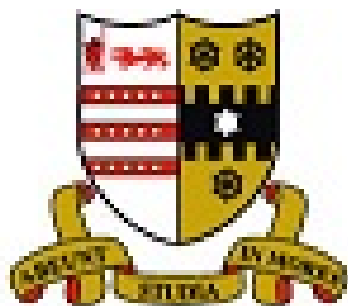
<p>New Content Introduced: Organisation (module 2) Breathing Circulatory System Respiration (module 4)</p>	<p>Recommended review of prior content</p>	<p>Recommended resources or strategies to support review</p>
<p>The heart</p> <p>Blood vessels</p> <p>Blood components</p> <p>Cardiovascular disease</p> <p>Aerobic respiration</p> <p>Anaerobic respiration</p> <p>Exercise</p>	<p>For this topic: Look over the Key Stage 3 topics of: Food and digestion Breathing and circulation</p> <p>Ongoing review: Year 9 Cell biology - Transfer of substances Year 10 - Digestion</p>	<p>Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section:</p> <p>https://www.bbc.co.uk/bitesize/guides/zsncsrd/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zp4mk2p/revision/1</p> <p>For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598</p>
<p>Key Assessment: At the end of this topic all students will sit the Respiratory and Circulatory Systems assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Cell Biology</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

New Content Introduced: Infection and Response (module 3)		Recommended review of prior content	Recommended resources or strategies to support review
The 7 named diseases	For this topic: Look over the Year 8 Microbes and Disease topic Year 9 Cell Biology - bacterial cells	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/topics/z9kww6f	
How disease spreads			
Human barriers to infection			
Immune system responses			
Vaccination			
Drug treatments	Ongoing review: Year 10 Lungs and gas exchange	For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598	
Key Assessment: At the end of the forces topic all students will sit the Disease assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Cell Biology			
Educake will be used for informal progress checking in some lessons and for some homeworks			

New Content Introduced: Plants part 1 (Module 2)	Recommended review of prior content	Recommended resources or strategies to support review
Plant cells	For this topic: Look over year 7 plants and classification Look over year 9 specialised cells and tissues Ongoing review: Year 10 Heart and circulation	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/guides/z9kx8mn/revision/1 For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Plant tissues and organs		
Plant organisation		
Transpiration and Stomata		
Transpiration or translocation		
Transpiration practicals		
<p>Key Assessment: At the end of the Plants topic all students will sit the Plants assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content- Energy and Particles topics and Year 10 Waves and Forces</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

New Content Introduced: Plants part 2 (module 4)	Recommended review of prior content	Recommended resources or strategies to support review
Photosynthesis reaction	For this topic: Look over year 7 plants and classification	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/guides/zs4mk2p/revision/1
Limiting factors of photosynthesis		
The rate of photosynthesis		
Starch test on leaves Linked to a <i>required practical</i>		
Mock exam preparation if time allows	Ongoing review: Year 10 Plant organisation	For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
<p>Key Assessment: Year 10 mocks: At the end of term 5 or start of term 6 all year 10 students will sit mock exams. In Biology these will cover all content covered to date in year 9 and 10: Cells (module 1), Organisation (module 2), disease and plants part 1 (module 2). If students have completed the ongoing review activities throughout the year they should have been steadily reviewing the content for this mock exam.</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

New Content Introduced: Plants part 2 (module 4) Ecology (module 7)	Recommended review of prior content	Recommended resources or strategies to support review
Photosynthesis practical 1 - <i>required practical</i>	For this topic: Look over year 8 Ecology Ongoing review: Year 10 Photosynthesis	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/guides/zp4mk2p/revision/1 https://www.bbc.co.uk/bitesize/guides/z93mk2p/revision/1
Photosynthesis practical 2 - <i>required practical</i>		
Use of the glucose		
Human influences on ecosystems		
Deforestation		
Managing ecosystems and boosting biodiversity		
<p>Key Assessment: At the end of this topic all students will sit the Plants assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 and year 10 content</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		



MARLING
SCHOOL

Chemistry (Combined)

New Content Introduced- Metals part 1 (Parts of AQA unit 1 and 2)	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Metals and non metals	For this topic: Year 8 - Elements compounds and mixtures Year 8 - Chemical Reactions Ongoing review: Year 9 Resources and materials topic - review metal mining and reduce, reuse, recycle	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Metallic bonding		
Properties		
Alloys		
Group 1 metals		
Key Assessment: At the end of this topic all students will sit the Metals assessment based on GCSE exam questions. This will also include questions on year 9 GCSE content- Educake will be used for informal progress checking in some lessons and for some homeworks		

SCHOOL

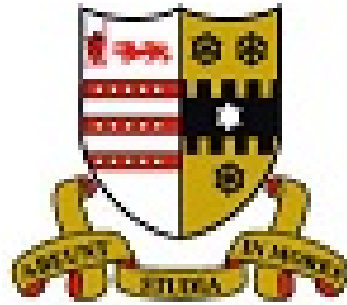
New Content Introduced: Metal part 2 (AQA Units 4)	Recommended review of prior content	Recommended resources or strategies to support review
Reactivity series	For this topic: Look over the Key Stage 3 topics of: Year 8 - Elements compounds and mixtures Year 8 - Chemical Reactions Ongoing review: Year 9 - Finite and renewable resources, life cycles assessments and sustainability	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Redox Reactions		
Separating metals and Metal oxides		
Displacement reactions		
Extracting metals		
Key Assessment: At the end of this topic all students will sit the Metals assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content Educake will be used for informal progress checking in some lessons and for some homeworks		

New Content Introduced: Bonding and structure (AQA unit 2)	Recommended review of prior content	Recommended resources or strategies to support review
Formulation of Ions	For this topic: Review metallic bonding studied earlier this year	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Ionic bonding		
Ionic compounds		
Covalent bonding		
Simple molecular substances	Ongoing review: Year 10 Metal Properties and Identification topic	
<p>Key Assessment: At the end of the forces topic all students will sit the assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content-</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

New Content Introduced: Bonding and structure continued Quantitative Chemistry (AQA unit 3)	Recommended review of prior content	Recommended resources or strategies to support review
Polymers and giant covalent structure	For this topic: Look over year 7 - Particles Look over year 9 - Atoms and elements Ongoing review: Year 10	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Allotropes of Carbon		
States of matter		
Changing state		
Relative formula mass		
The mole		
<p>Key Assessment: At the end of the topic all students will sit the Bonding and Structure assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 GCSE content-</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		

Introduced:	New Content	Recommended review of prior content	Recommended resources or strategies to support review
Conservation of mass	Mole equations Limiting reactants Concentrations of solutions	For this topic: Look over year 7	Read through all the BBC bitesize learner guides and complete the quizzes at the end of each section: For help use CGP 'The Revision Guide' Higher tier, GCSE Combined Science for AQA Grade 1-9 ISBN 9781782945598
Mole equations			
Limiting reactants			
Concentrations of solutions			
Exam preparations		Ongoing review: Year 10	
<p>Key Assessment: Year 10 mocks: At the end of term 5 or start of term 6 all year 10 students will sit mock exams. In Chemistry these will cover all content covered to date in year 9 and 10: AQA units 1, 2, 3 and 4 (except electrolysis) . If students have completed the ongoing review activities throughout the year they should have been steadily reviewing the content for this mock exam.</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>			

New Content Introduced: Acid and Bases (AQA unit 4) Chemistry of the Atmosphere (AQA Unit 9)	Recommended review of prior content	Recommended resources or strategies to support review
Acids and properties	For this topic: Look over year 8 Ongoing review: Year 10	Read through all the BBC bitesize learner guides on electricity and complete the quizzes at the end of each section: https://www.bbc.co.uk/bitesize/guides/z93mk2p/revision/1
Bases and properties		
Reacting with acids		
Evolution of Earth's atmosphere		
Greenhouse gases and climate change		
Carbon Footprints		
Air pollution		
<p>Key Assessment: At the end of this topic all students will sit the assessment based on GCSE exam questions. This will also include some synoptic questions on year 9 and year 10 content</p> <p>Educake will be used for informal progress checking in some lessons and for some homeworks</p>		



MARLING
SCHOOL

English

Yr10
Term 1

English



MARLING
SCHOOL

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
LITERATURE (Eduqas): Anthology Poetry: Manhunt The Soldier Wife in London Dulce et Decorum est Mametz Wood Unseen Poetry: Unseen war poems	LITERATURE: <ul style="list-style-type: none"> Key terminology for language, form, and structure analysis PETAL paragraph structure 	LITERATURE: <ul style="list-style-type: none"> SENECA quizzes
LANGUAGE (AQA): Transactional: Letter writing Descriptive: Descriptive writing Comprehension: Reading of fiction and non-fiction extracts	LANGUAGE: <ul style="list-style-type: none"> Persuasive writing techniques Descriptive devices 	LANGUAGE: <ul style="list-style-type: none"> SENECA quizzes
Key Assessment: LITERATURE: Poetry Q1 (15 marks) - Analysis of ONE of the poems listed above LANGUAGE: Letter writing task (40 marks)		

Introduced	New Content	Recommended review of prior content	Recommended resources or strategies to support review
LITERATURE (Eduqas): Anthology Poetry: London 19th Century Prose: <i>A Christmas Carol</i>			
LITERATURE: <ul style="list-style-type: none"> • Revision of key quotations and context for the following poems: <ul style="list-style-type: none"> - Manhunt - The Soldier - Wife in London - Dulce et Decorum est - Mametz Wood 			
LITERATURE: <ul style="list-style-type: none"> • Use of revision resources on the GCSE English Revision Google Classroom (code: rbevku) • Use of English Literature exam guidance booklet • Recommended revision videos: <ul style="list-style-type: none"> - YouTube→Dystopia Junkie→WJEC Eduqas Poetry Anthology videos • Recommended revision guides: <ul style="list-style-type: none"> - CGP WJEC Eduqas Poetry Anthology Guide - CGP WJEC Eduqas Poetry Anthology - Revision Question Cards - CGP WJEC Eduqas Unseen Poetry Guide 			
LANGUAGE (AQA): Transactional: Article writing Descriptive: Descriptive writing Comprehension: Reading of fiction and non-fiction extracts			
LANGUAGE: <ul style="list-style-type: none"> • Letter writing format, structure, and top tips • Descriptive writing top tips • How to respond to each comprehension question for Paper 1 			
LANGUAGE: <ul style="list-style-type: none"> • Use of revision resources on the GCSE English Revision Google Classroom (code: rbevku) • Recommended revision videos: <ul style="list-style-type: none"> - YouTube→Mr Bruff→AQA English Language Paper 1 • Recommended revision guides: <ul style="list-style-type: none"> - CGP AQA English Language Complete Revision & Practice 			
Key Assessment: LITERATURE: 'A Christmas Carol' exploded extract essay (40 marks) on a key theme or character LANGUAGE: Descriptive writing task (40 marks)			

Yr10
Terms 3 - 4

English



MARLING
SCHOOL

New Content
Introduced

Recommended review
of prior content

Recommended resources or strategies to support review

**LITERATURE
(Eduqas):**
Post-1914
Prose/Play:
An Inspector Calls

- LITERATURE:**
- Revision of key quotations for 'A Christmas Carol' linked to the following themes:
 - Poverty
 - Social class
 - Social injustice & responsibility
 - Family
 - Supernatural
 - Redemption & religion
 - Christmas
 - Revision of key context for 'A Christmas Carol':
 - Dickens' childhood and family
 - Victorian Christmas traditions
 - Society (class, poverty, Thomas Malthus, workhouses, Poor Law)
 - Victorian Education (class disparity, Ragged Schools)
 - Religion in Victorian society
 - Revision of key quotations and context for the following poem:
 - London

- LITERATURE:**
- Use of revision resources on the GCSE English Revision Google Classroom (code: rbevku)
 - Use of English Literature exam guidance booklet
 - Use of ACC Context Booklet (on G/C but also given as hard-copy)
 - Recommended revision videos:
 - YouTube→Mr Bruff→ Charles Dickens: 'A Christmas Carol' analysis
 - Recommended revision guides:
 - CGP GCSE English Text Guide - A Christmas Carol
 - CGP GCSE English - A Christmas Carol Workbook
 - CGP WJEC Eduqas Poetry Anthology Guide
 - CGP WJEC Eduqas Poetry Anthology - Revision Question Cards

<p>LANGUAGE (AQA): Transactional: Speech writing Comprehension: Reading of fiction and non-fiction extracts linked to equality, etc.</p>	<p>LANGUAGE:</p> <ul style="list-style-type: none"> • Article writing format, structure, and top tips • Descriptive writing top tips 	<p>LANGUAGE:</p> <ul style="list-style-type: none"> • Use of revision resources on the GCSE English Revision Google Classroom (code: rbevku) • Recommended revision videos: <ul style="list-style-type: none"> - YouTube→Mr Bruff→AQA English Language Paper 1 • Recommended revision guides: <ul style="list-style-type: none"> - CGP AQA English Language Complete Revision & Practice
<p>Key Assessment:</p> <p>LITERATURE: ‘An Inspector Calls’ exploded extract essay (40 marks) on key theme or character</p> <p>LANGUAGE: Article writing task (40 marks)</p>		

Yr10
Terms 5 - 6

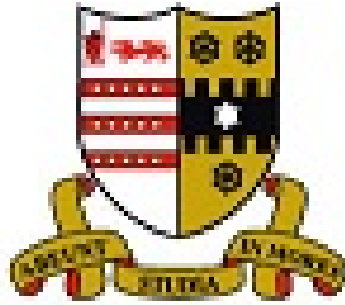
English



MARLING
SCHOOL

MARKETING SCHOOL	New Content	Recommended review of prior content	Recommended resources or strategies to support review
Introduced	content		
LITERATURE (Eduqas): Anthology Poetry: Death of a Naturalist Hawk Roosting To Autumn Ozymandias As Imperceptibly as Grief Living Space Afternoons Excerpt from The Prelude Unseen Poetry: Unseen nature poems	LITERATURE: <ul style="list-style-type: none">• Revision of key quotations for ‘An Inspector Calls’ linked to the following themes:<ul style="list-style-type: none">- Social class- Social injustice & responsibility- Gender- Age (young vs. old)- Exploitation- Guilt- Wealth, power & influence• Revision of key context for ‘An Inspector Calls’ (note this is not assessed but you need to know it to fully understand the text; grade 9 answers usually bring some in to aid analysis)<ul style="list-style-type: none">- Priestley’s beliefs on capitalism vs. socialism	LITERATURE: <ul style="list-style-type: none">• Use of revision resources on the GCSE English Revision Google Classroom (code: rbevku)• Use of English Literature exam guidance booklet• Use of AIC Booklet (on G/C but also given as hard-copy)• Recommended revision videos:<ul style="list-style-type: none">- YouTube→Mr Bruff→ ‘An Inspector Calls’ by J. B. Priestley• Recommended revision guides:<ul style="list-style-type: none">- CGP GCSE English Text Guide - An Inspector Calls- CGP GCSE English - An Inspector Calls Workbook	

	<ul style="list-style-type: none"> - 1912 vs. 1945 - Titanic - World Wars 	
LANGUAGE (AQA): Descriptive: Descriptive writing Comprehension: Reading of fiction and non-fiction nature extracts	LANGUAGE: <ul style="list-style-type: none"> • Speech writing format, structure, and top tips • How to respond to each comprehension question for Paper 2 	LANGUAGE: <ul style="list-style-type: none"> • Use of revision resources on the GCSE English Revision Google Classroom (code: rbevku) • Recommended revision videos: <ul style="list-style-type: none"> - YouTube→Mr Bruff→AQA English Language Paper 2 • Recommended revision guides: <ul style="list-style-type: none"> - CGP AQA English Language Complete Revision & Practice
Key Assessment: LITERATURE: Poetry Q2 (25 marks) - Comparison of one the poems named above and an unseen poem Mock examination - 'A Christmas Carol' exploded extract essay (40 marks) (review work for this set separately as revision homework) LANGUAGE: Mock examination - Paper 1, Section A: fiction comprehension (40 marks) (review work for this set separately as revision homework)		



MARLING
SCHOOL

Geography

Year 10 Geography students are following the AQA GCSE Geography specification ([AQA | GCSE | Geography | Specification at a glance](#)) . Further details on content and revision resources can be found on the Google Classroom. All pupils are on the google classroom for their individual teachers. All lessons and resources are uploaded for all pupils after the lesson.



MARLING
SCHOOL

Yr10

Term 1

Geography

New Content Introduced		Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<u>Economic World</u> <ul style="list-style-type: none"> - Classifying parts of the world. - Development indicators - Limitations of economic and social measures - DTM - Causes of uneven development - Consequences of uneven development. - Reducing the development gap - Measures to reduce - - Jamaica - Tourism reducing development gap. 	<u>Physical Landscapes</u> <p>An overview of the location of major upland/lowland areas and river systems.</p> <ul style="list-style-type: none"> - Long and cross profile - Fluvial processes - Characteristics and formation of landforms in the upper, middle and lower course - River Tees (example of a river valley) 	<u>Uk Landscapes (Glaciation):</u> <ul style="list-style-type: none"> - Glaciation Processes - Characteristics and formation of landforms - UK Example (Lake District) - Overview of the economic activities in glaciated upland areas <u>Geographical Skills:</u> <ul style="list-style-type: none"> - Skills, including fieldwork - Map skills - Photographs - Graphs - Statistics. 	<p>Educakes will be set going through prior learning for the topics.</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the powerpoint slides</p> <p>Flash cards on the key terminology from the glaciation topic.</p> <p>Make a key case study card of the Lake District.</p>
<p>Key Assessment: Physical Landscapes of the UK (Glaciation) assessment. This was studied at the end of Year 9. So will be assessed.</p>			

New Content Introduced		Recommended review of prior content	Recommended resources or strategies to support review
<p><u>Economic World (Nigeria)</u></p> <ul style="list-style-type: none"> - location and importance of the country, - the political, social, cultural and environmental context - the changing industrial structure. - TNCs - the political and trading relationships - international aid - Impacts and effects of economic development <p><u>Major Changes in the UK economy</u></p> <ul style="list-style-type: none"> - Causes of economic change 	<p><u>Physical Landscapes (Rivers)</u></p> <ul style="list-style-type: none"> - Human and Physical factors affecting flood risk. - Hydrographs - Cost and benefits of management strategies 	<p><u>Statistical Skills:</u></p> <ul style="list-style-type: none"> - Numerical Skills - Measuring central tendency - Spread and percent change and data with two variables <p><u>Physical Landscapes of the UK (Glaciation)</u></p> <ul style="list-style-type: none"> - Glacial Landscapes - Power of Ice - Glacial Landscapes - Erosion - Glacial Landscapes - Transportation and Deposition - Glaciated Landscapes - Glaciated Upland areas 	<p>Educakes will be set going through prior learning for the topics.</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the powerpoint slides</p> <p>Make a revision document on the glaciated formations of erosion, transportation and deposition.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers </p>
Key Assessment:			

There will be assessments on the Rivers topic and also the Economic World topic. These will not be end of topic tests as the whole topic has not yet been finished.

Yr10

Geography



MARLING
SCHOOL

Term 3

New Content Introduced		Recommended review of prior content	Recommended resources or strategies to support review
<u>Economic World - UK</u> <ul style="list-style-type: none"> - Moving towards a post-industrial economy: - Impacts of industry on the physical environment. (Torr Quarry) - Social and economic changes in the rural landscape (Milfield and Alnwick) - Improvements and new developments in 	<u>Physical Landscapes of the UK - Rivers:</u> An example of a flood management scheme in the UK to show: <ul style="list-style-type: none"> • Why the scheme was required • The management strategy • The social, economic and environmental issues. <u>Urban Issues:</u> <ul style="list-style-type: none"> - The global pattern of urban change. - Urban trends in HICs and LICs. - Factors affecting the rate of urbanisation – migration - Megacities. 	<u>Physical Landscapes of the UK - Rivers:</u> <ul style="list-style-type: none"> - River Landscapes – River valleys (Long and cross profiles) - River Landscapes – Fluvial Landforms 1 (Upper and Middle Course) - River Landscapes – Fluvial Landforms 2 (Lower Course). <u>Economic World</u> <ul style="list-style-type: none"> - Variations in economic development - (Development indicators, levels of development) 	Educakes will be set going through prior learning for the topics. Google classroom has all the lessons and resources for each lesson. Review your learning using the powerpoint slides. Make a revision document on the Landscapes of the Upper, Middle and Lower Course. Complete a blank knowledge organiser for Physical Landscapes of the UK. Complete a blank knowledge organiser for the Economic World topic. Testing your understanding by answering exam questions, using the following website:

<ul style="list-style-type: none"> - infrastructure. - North–south divide. - the place of the UK in the wider world. - Economic and political links. - Commonwealth 		<ul style="list-style-type: none"> - Reducing the global development gap (all the methods we have done in class, including tourism, industrial, aid, loans etc) - Rapid economic development 1 - Nigeria 	https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers
<p>Key Assessment:</p> <p>There will be end of topic assessments on Physical Landscapes of the UK (Rivers) and Economic World. The dates of these will be given to the pupils.</p>			



MARLING
SCHOOL

Yr10 Term 4

Geography

New Content Introduced		Recommended review of prior content	Recommended resources or strategies to support review
<u>Living World</u> <ul style="list-style-type: none"> - Example of a small ecosystem (Pond) - Producers, consumers, decomposers, food chain, food web. - Impact on the ecosystem of changing one component. - Distribution of ecosystems. - Tropical Rainforest - Characteristics - TRF - Interdependence - TRF - Plant and Animal Adaptation. - Issues related to biodiversity. - Case study of the Amazon Rainforest. 	<u>Urban Issues - Rio de Janeiro</u> <ul style="list-style-type: none"> - Location and Importance - Causes of growth - Urban Growth = opportunities: Social, economic and Environmental - Urban Growth = challenges: Urban growth - Squatter Settlements - Providing clean water, - Access to health and education - Reducing unemployment - Reducing Crime - Managing Environmental Issues - How urban planning is improving the quality of life of the poor. 	<u>Physical Landscapes of the UK (Rivers)</u> <ul style="list-style-type: none"> - River Landscapes – Protection 1 - River Landscapes – Protection 2 - Glacial Landscapes – power of ice - Glacial Landscapes - Lake District Example <u>Economic World</u> <ul style="list-style-type: none"> - Rapid economic development 2 - Nigeria - The changing UK economy 1 - The changing UK economy 2 	<p>Educakes will be set going through prior learning for the topics.</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the powerpoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcs-e-geography-past-papers</p> <p>Create a revision resource on the Nigeria case study from the Economic World topic.</p> <p>Create a glossary for all the key terms for the topic of Economic world</p> <p>Create a glossary for all the key terms for the topic of Rivers.</p>

Key Assessment:

There will be assessments to assess understanding of the topics of Living World and Urban Issues. These will not be end of topic assessments.



Yr10
Term 5

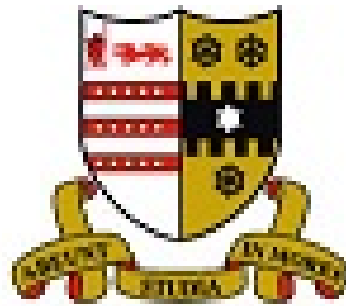
Geography

New Content Introduced		Recommended review of prior content	Recommended resources or strategies to support review
<u>Living World - Amazon Rainforest:</u> <ul style="list-style-type: none"> - Causes of deforestation (subsistence and commercial farming, logging, road building, mineral extraction) - Impacts of deforestation - Value of tropical Rainforests. - Strategies used to manage the rainforest sustainably. 	<u>Urban Issues</u> <ul style="list-style-type: none"> - Overview of the distribution of population and major cities in the UK. <u>Urban Issues - Bristol</u> <ul style="list-style-type: none"> - Location and importance - Impacts of national and international migration. - Urban change created opportunities. - Urban change creating challenges 	<u>Urban Issues:</u> <ul style="list-style-type: none"> - Urban Change - Urban trends - Factors affecting urbanisation - Megacities - Rio De Janeiro Case study <u>Living World</u> <ul style="list-style-type: none"> - Ecosystems - Small scale ecosystem - Distribution and characteristics of large scale ecosystems. 	<p>Educakes will be set going through prior learning for the topics.</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the powerpoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers</p> <p>Create a revision resource on the case study of Rio De Janeiro</p> <p>Create a glossary for all the key terms for the topic of Urban Issues</p> <p>Create a glossary for all the key terms for</p>

			the topic of Living World.
<p>Key Assessment:</p> <p>There will be a mock exam in this period. All topics will be told to pupils before the exam so they know what topics they need to study. There will also be assessments to check understanding of Urban Issues and Living World.</p>			

New Content Introduced		Recommended review of prior content	Recommended resources or strategies to support review
<p><u>Living World - Hot Deserts:</u></p> <ul style="list-style-type: none"> - Characteristics of a hot desert - Interdependence - Plants and Animals adaptation - Issues related to biodiversity <p><u>Living World - Thar Desert</u></p> <ul style="list-style-type: none"> - Development opportunities in hot deserts - Challenges of developing hot deserts - Causes of desertification - Strategies used to reduce the risk of desertification. 	<p><u>Urban Issues - Bristol:</u></p> <ul style="list-style-type: none"> - Reasons why the area needed regeneration - The main features of the project <p><u>Urban Issues - Sustainability:</u></p> <ul style="list-style-type: none"> - Features of sustainable urban living - Water and energy conservation - Waste recycling - Creating green space - How urban transport strategies are used to reduce traffic congestion. 	<p><u>Living World:</u></p> <ul style="list-style-type: none"> - TRF - Physical Characteristics - TRF - Causes of Deforestation - TRF - Management <p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> - Skills, including fieldwork - Map skills - Photographs - Graphs - Statistics. 	<p>Educakes will be set going through prior learning for the topics.</p> <p>Google classroom has all the lessons and resources for each lesson. Review your learning using the powerpoint slides.</p> <p>Testing your understanding by answering exam questions, using the following website: https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers</p> <p>Create a revision case study sheet for the TRF, separating into physical characteristics, causes and management.</p>

Key Assessment:
End of topic assessments for Living World and Urban Issues.



MARLING
SCHOOL

Latin

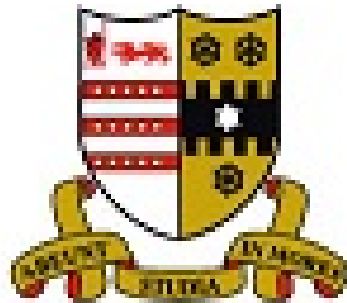
New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Book 3 Aquae Sulis stages 21-22,23.</p> <p>Revision of Present Participle and Introduction of Perfect Passive Participle (PPP) and Perfect Active Participle (PAP)</p> <p>Learning about Aquae Sulis and curse tablets (defixiones)</p>	<p>Revision of stage 2 vocab: https://files.cambridgescp.com/CLC/VocabTesters/vocuk2.html</p> <p>Revision of the baths unit in Book 1 from Y9: https://www.clc.cambridgescp.com/web-book-1?p=124 P124 onwards of stage 9</p> <p>Revising the present participle: https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk20_infinite_or_part&mn=1485191176</p> <p>https://www.clc.cambridgescp.com/web-book-2?p=135</p>	<p>Visiting the baths at Caerleon (free)</p> <p>Online Book 2 textbook including vocab tester https://www.clc.cambridgescp.com/books/book-ii</p>
<p>Key Assessment:</p> <p>Defixiones project - Civilisation</p> <p>Language test and assessed translation</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Stages 24, 25, 26 of Book 3. New vocab and introducing the Pluperfect and imperfect subjunctive.</p> <p>Learning about Roman Roads and the Roman Army</p>	<p>Online Book 2 textbook including vocab tester https://www.clc.cambridgescp.com/books/book-ii</p> <p>Online book 3 textbooks and vocab test for stages 21-23 vocab: https://www.clc.cambridgescp.com/books/book-iii</p> <p>Revising PPP and PAP - notes in back of textbook and throughout stages 21-23: https://www.clc.cambridgescp.com/web-book-3?p=1</p>	
<p>Key Assessment:</p> <p>End of unit translation and comprehension</p>		

Term 5 and 6 - These terms are shorter and include the mock exam fortnight so the content is combined.

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Stage 26. Indirect Qs, ut clauses.</p> <p>Rome - The Beginnings of the City - Civilisation source based paper</p> <p>Stages 27 and 28, ut clauses and the ablative.</p> <p>Rome - a city of contrasts. Civilisation source based paper</p>	<p>Online Book 2 textbook including vocab tester https://www.clc.cambridgescp.com/books/bo-ok-ii</p> <p>Online book 3 textbooks and vocab test for stages 21-26 vocab: https://www.clc.cambridgescp.com/books/bo-ok-iii</p> <p>Revising PPP and PAP and the subjunctive - notes in back of textbook and throughout stages 21-26: https://www.clc.cambridgescp.com/web-book-3?p=1</p>	<p>Documentaries on Youtube about Rome https://quizlet.com/321273989/eduqas-gcse-latin-vocabulary-list-flash-cards/</p> <p>https://quizlet.com/gb/542500278/eduqas-gcse-latin-all-verb-endings-flash-cards/</p> <p>https://quizlet.com/157717180/eduqas-gcse-latin-prepositions-flash-cards/</p> <p>https://quizlet.com/gb/277734175/gcse-latin-question-words-eduqas-flash-cards/</p> <p>https://www.exams.cambridgescp.com/sites/default/files/2024-2026_topic_6_the_city_of_rome.pdf</p> <p>https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=42122</p>
<p>Key Assessment: Mock exams fall in between these two short terms. These will cover:</p>		

A Latin language paper featuring comprehensions, translations and grammar activities
A short Civilisation paper on the City of Rome



MARLING
SCHOOL

Spanish

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Unit 4 Customs and Festivals	Unit 1, Me my family and friends. Google classroom has lessons and many revision. Review your learning of Terms 1 using the PowerPoint slides	https://www.bbc.co.uk/bitesize/guides/z4wf92p/revision/1 https://www.bbc.co.uk/bitesize/guides/zfftbdm/revision/1
Local customs and traditions Spanish customs Latin American Culture Learning about Spanish culture	Revise present tense conjugations using the links in the Google Classroom.	www.studyspanish.com https://conjuguemos.com/verb/133
Preterite tense of regular verbs Preterite of ser and ir Preterite of tener and hacer Irregular verbs in the imperfect Preterite and imperfect together	Revise vocabulary	Quizlet Memrise Make your own revision sets or use premade ones by searching 'AQA Spanish GCSE Me my family and friends'
Key Assessment: 90 word writing task		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Unit 5, Home, Where I live	Unit 3, Free Time Activities. Google classroom has lessons and many revision links and activities. Review your learning of Term 2 there.	https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1 https://www.bbc.co.uk/bitesize/guides/z6n6382/revision/1
Describing your home Your ideal home What there is to do in your town Advantages and disadvantages.	Review conditional tense	https://www.bbc.co.uk/bitesize/guides/zjkghv/revision/2
Prepositions of place Forming complex questions Demonstrative adjectives and pronouns Possessive pronouns	Revise vocabulary	Quizlet Memrise Make your own revision sets or use premade ones by searching 'AQA Spanish GCSE Free Time Activities'
Assessment: Reading assessment		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Unit 2 – Technology in everyday life	Unit 4, Customs and Festivals	https://www.bbc.co.uk/bitesize/guides/zd2whbk/revision/1
Opinions about online messaging Talking about the good and bad of social media Opinions about mobile technology Talking about mobile technology use and overuse	Google classroom has lessons and many revision links and activities. Review your learning of Term 3 there.	https://studyspanish.com/verbs/lessons/pireg https://www.spanishdict.com/guide/spanish-preterite-tense-forms https://conjuguemos.com/verb/133 https://www.languagesonline.org.uk/Spanish/preterite/index.htm#gsc.tab=0 https://grammar.spanishintexas.org/verbs/preterite/
Perfect Tense Verbs with prepositions Estar and present continuous tense Using cuyo	Revise vocabulary	Quizlet Memrise Make your own revision sets or use premade ones by searching 'AQA Spanish GCSE Customs and Festivals'
Key Assessment:		

150 words writing task

Y10

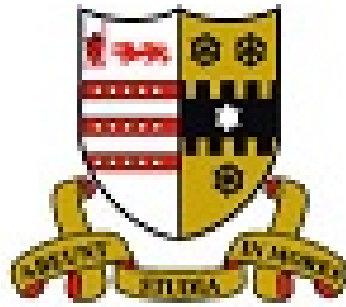
Spanish



Term 6

**MARLING
SCHOOL**

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Unit 8, Holidays and travel	Unit 5, Home, Where I live Google classroom has lessons and many revision links and activities. Review your learning of Term 4 there.	https://www.bbc.co.uk/bitesize/guides/z6nhgwx/revision/1
Holiday accommodation Holidays and travel Understanding tourist leaflets and websites Describing a region	Prepositions of place Forming complex questions Demonstrative adjectives and pronouns Possessive pronouns	https://grammar.spanishintexas.org/prepositions/introduction-to-prepositions/
Estar + past participle Passive and passive with se Using expressions of sequence Revision of preterite and imperfect	Revise vocabulary	Quizlet Memrise Make your own revision sets or use premade ones by searching 'AQA Spanish GCSE Home' or 'AQA Spanish GCSE Where I Live'
Key Assessment: Mock exams in all skills		



MARLING
SCHOOL

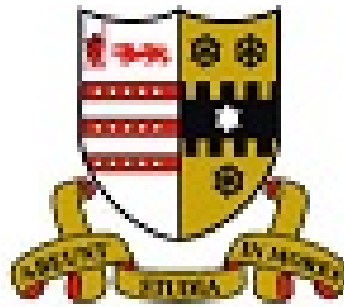
German

Introduced	New Content	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
	Technology: <ul style="list-style-type: none"> - social media - Cyberbullying - mobiles 	Revision of unit 3 free-time and unit 1 family	https://www.memrise.com/ If they haven't already, students can create a free account and find all the AQA German GCSE vocab
		Using 'weil' and 'wenn' with correct word order	https://www.bbc.co.uk/bitesize/guides/z9jfbk7/revision/5
		Recapping when to use 'wann', 'wenn' and 'als' - previously covered under the topic of free time but important that they can correctly identify tense along with meaning	p33/p59 from the textbook
		Imperfect tense vs perfect tense - how are they different? When would you use it?	https://www.bbc.co.uk/bitesize/guides/zsb76fr/revision/1 https://www.bbc.co.uk/bitesize/guides/ztf7hv/revision/1 For students aiming for 8+ - irregular verbs in the imperfect tense https://www.bbc.co.uk/bitesize/guides/zsb76fr/revision/3
Key Assessment: End of Term reading on Technology, family and free time			

SCHOOL

Introduced	New Content	Recommended review of prior content	Recommended resources or strategies to support review
	Home and where you live: <ul style="list-style-type: none">- Describing houses- Describing rooms and what is in them- Talking about different areas- What is in your town?	In Y9 students looked at different types of houses you can live in, describing your town and talking about what there is and isn't	
	Conditional tense - describing your dream house	Revising technology vocab and ensuring they are confident with arguments for and against technology.	https://quizlet.com/208709733/vorteile-und-nachteile-der-technologie-flash-cards/
		Dative prepositions to say where things are - covered in Y9 when describing their bedroom	https://www.bbc.co.uk/bitesize/guides/zq6rk7h/revision/5
		Confident with talking in the past, present and future about where you live	
		TMP	
Key Assessment: 90 word writing on where you live			
Translation DE-EN on home, family and free time			

Content Introduced	New content	Recommended review of prior content	Recommended resources or strategies to support review
Holidays: <ul style="list-style-type: none"> - Accommodation - Travel websites - City breaks - destinations 	Imperfect/perfect tense revision, specifically on weather		
	TMP		
Conditional - talking about dream holiday			
Key Assessment: Listening for the Holidays end of topic test (term 5) Y10 Listening, Reading, Writing and Speaking Mock on everything we've covered this year			



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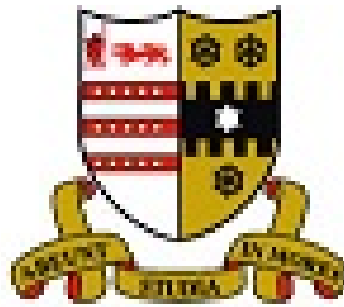
French

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Unit 3 - Free Time Activities, sports Different cuisines around the world and eating out.	Revision of 3 key tenses (present, perfect and near future + conditional with je voudrais)	https://quizlet.com/25757257/french-verb-conjugation-present-tense-flash-cards/ https://quizlet.com/136775213/perfect-tense-past-french-flash-cards/ https://quizlet.com/49290953/french-near-future-tense-flash-cards/
Demonstrative Pronouns, Lorsque, quand and si, pronouns y and en	Revision of generic phrases from French booklet - advent calendar (final sheet) and Key verbs sheet (second page)	https://drive.google.com/file/d/16GbhlrQAH8mtLcOxAwUCfxOtAMgLk7tG/view?usp=sharing
	Revision of unit 1 and 2 vocab: family and technology	https://quizlet.com/gb/605697357/french-gcse-aqa-family-flash-cards/ https://quizlet.com/276620550/clv-gcse-french-technology-revision-flash-cards/
	Revision of chatty mat sheet to describe photos in booklet	https://drive.google.com/file/d/158s8sZKf-8zehYEhjsQXWUrbGqFuXDAG/view?usp=sharing
	Revision of what you do at the weekend in x3 tenses.	Revise and add to own sentences in exercise book
Key Assessment: 150 word on what you do at the weekend (and eat) and translation into English		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Unit 4 - Customs and Festivals	Revision of 3 key tenses above + simple future, conditional and imperfect	https://www.languagesonline.org.uk/French/Grammar/Conditional/index.htm#gsc.tab=0 https://www.languagesonline.org.uk/French/Grammar/Imperfect/index.htm#gsc.tab=0 https://www.languagesonline.org.uk/French/Grammar/Future/index.htm#gsc.tab=0
Perfect infinitive and imperfect tense	Revision of 9 bombs from the double sided, 2 columned sheet in booklet - identifying key phrases to use in writing and speaking	https://docs.google.com/document/d/1F3OtrvKfB3DsYt8yBEOLHScNaDlr4BST/edit?usp=sharing&ouid=107453988552742198748&rtpof=true&sd=true
	Revising free time and food vocab from last unit	https://quizlet.com/gb/473769122/gcse-french-free-time-flash-cards/ https://quizlet.com/gb/344062946/french-food-french-food-vocabulary-flash-cards/
	Revising family and technology	https://quizlet.com/gb/605697357/french-gcse-aqa-family-flash-cards/ https://quizlet.com/276620550/clv-gcse-french-technology-revision-flash-cards/
Assessment: End of Unit LRT		

Term 5 and 6 - These terms are shorter and finish the mock exam fortnight so the content is combined.

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Home, Town, Neighbourhood and Region Describing your home, your ideal home, what there is to do in your town, advantages and disadvantages	Students need to be confident now in present, perfect and near future as a minimum + conditional, imperfect and simple future.	https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar
Complex negatives, the conditional tense, demonstrative adjectives, revising comparatives and superlatives	Revision of the vocab units covered previously plus customs and festivals	https://quizlet.com/gb/368274225/aqa-gcse-french-customs-and-festivals-flash-cards/
	Revision of generic phrases from French booklet - advent calendar (final sheet) and Key verbs sheet (second page)	https://drive.google.com/file/d/16GbhLrQAH8mtLcOxAwUCfxOtAMgLk7tG/view?usp=sharing
	Revision of generic phrases from French booklet - advent calendar (final sheet) and Key verbs sheet (second page)	https://drive.google.com/file/d/16GbhLrQAH8mtLcOxAwUCfxOtAMgLk7tG/view?usp=sharing
<p>Key Assessment:</p> <p>Mock exams fall in between these two short terms. Listening, Reading, Writing and Speaking exams with translation into French and English</p>		

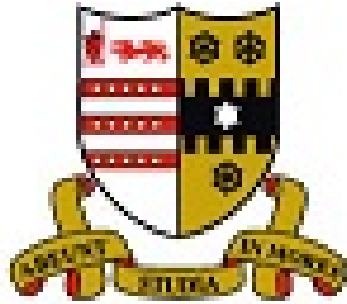


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Psychology

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p>Continuing with the Research methods topic</p> <p>Planning and conducting research</p> <p>Ethical considerations</p> <p>Quantitative and qualitative data</p> <p>Primary and secondary data</p> <p>Computation</p> <p>Descriptive statistics</p> <p>Interpretation and display of quantitative data</p> <p>Normal distributions</p> <p>Starting the Memory topic</p> <p>Processes of memory: encoding (input) storage and retrieval (output)</p> <p>Different types of memory: episodic memory, semantic memory and procedural memory.</p> <p>How memories are encoded and stored.</p>	<p>Content directly linked to new topics:</p> <p>Formulation of testable hypotheses</p> <p>Types of variables</p> <p>Sampling methods</p> <p>Designing research</p> <p>Methods:</p> <p>Experiments</p> <p>Interviews</p> <p>Case studies</p> <p>Questionnaires</p> <p>Observations</p> <p>Correlations</p> <p>Wider content to review:</p> <p>Prosocial behaviour</p> <p>Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. Piliavin's subway study.</p> <p>Crowd and collective behaviour</p> <p>Prosocial and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.</p>	<p>Online textbook Login Screen (illuminate.digital) Username: smarschool6 Password: student6</p> <p>Google classroom lesson resources</p> <p>Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)</p> <p>Class notes</p> <p>Homework booklets - complete additional essay plans and short mark questions.</p>

Key Assessment:
Research methods end of topic test - roughly week 4 of the term.



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Computer Science

Yr10

Term 1 - Python Programming 1

Computer Science

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Basics of Python programming - output, input, variables and data types		<ul style="list-style-type: none"> Complete tasks in OneNote that have not been completed Use resources on Computer Science Sharepoint under Programming Support or Challenges. Book of Programming Challenges - look at the skills needed for each challenge and create a python program to solve. Look at topics on CSNewbs page and pick relevant topic Specific practical tasks: <ul style="list-style-type: none"> Lightbulb Task Entry Fees Daily Routine
Selection - if statements and nested if statements		
Iteration -For and While loops		
Random Numbers		
<p>Key Assessment:</p> <p>Students will sit a practical python timed assessment which will be a mix of:</p> <ul style="list-style-type: none"> Programming theory e.g. keywords, debugging and code prediction Practical Programming tasks covering all skills covered - output, variables, selection (if statements), iteration (for and while loops) 		

Yr10

Term 2 - System Architecture and Memory

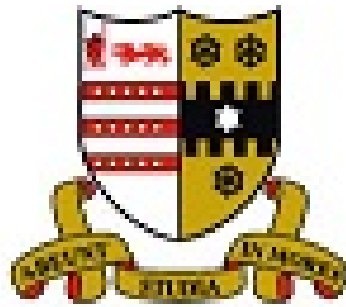
Computer Science

SCHOOL

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Input, Process, Output		CSNewbs (complete questions at the bottom of each page) <ul style="list-style-type: none">- CPU- Fetch Execute- CPU Performance- Embedded Systems Craig and Dave Videos Resources on Sharepoint Are all of your notes in OneNote up to date?
CPU Components		
Von Neumann Architecture (Fetch Execute Cycle)		
Ways to Improve CPU Performance		
Embedded Systems		
Primary Memory - RAM, ROM, Virtual Memory	How does the CPU use Memory in the Fetch Decode Execute cycle?	CSNewbs (complete questions at the bottom of each page) <ul style="list-style-type: none">- Primary Storage- Secondary Storage Craig and Dave Videos (1-6 only)
Secondary Storage		
Key Assessment: Written assessment on all topics covered using past paper questions.		

Term 3 - Python Programming 2

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Recap Term 1 Programming	Term 1 Programming Content	See Term 1 Review work
Arrays		<ul style="list-style-type: none"> Complete tasks in OneNote that have not been completed Use resources on Computer Science Sharepoint under Programming Support or Challenges. Book of Programming Challenges - look at the skills needed for each challenge and create a python program to solve. Look at topics on CSNewbs page and pick relevant topic
Strings	Linked to arrays work	
Files		
<p>Key Assessment:</p> <p>Similar assessment to Term 1. The assessment will use Term 1 programming work as foundation knowledge and will incorporate the new content. The assessment will be mix of:</p> <ul style="list-style-type: none"> Programming theory e.g. keywords, debugging and code prediction Practical Programming tasks covering all skills covered this term and in Term1 		



MARLING SCHOOL

Art

Key Assessment

Y10 – Art, Craft & Design, Graphics, Photography Term 3-6

Date	Task	Review Deadlines
Week 1 – 2 w/c 29 th January	<p>Initial research – based on your chosen theme generate a title page, mind map and mood board.</p> <p>Explore your title as thoroughly as possible including identifying opportunities for recording.</p> <p>You will need to generate a:</p> <ul style="list-style-type: none"> • Title Page • Mind Map - Exploring your title • Mood Board – Existing artwork/artefacts to show possible avenues to explore based on mind map/interests • Identify initial recording from observation / photoshoot 	
February Half-term	Any work outstanding needs to be completed over the break.	
Week 3-7 w/c 19 th February	<p>All endorsements – Photoshoot to support title/mind map/mood board. You must plan your shoot based on the information you have so far – what/where/who/how.</p> <p>You must include a contact sheet and selection. Based on your selection and chosen endorsement explore approaches evident in mood board / ideas in mind map: minimum of 4 – scale to suit you. However, it must be sustained and include appropriate techniques relevant to your endorsement.</p>	Sketchbook / PowerPoint review: w/c 18th March
Easter Holiday	<p>Any feedback / incomplete work from review must be completed over half-term</p> <p>Identify any new artists – provide context / additional photoshoot/s to support recent sustained piece/s</p>	
Week 8 w/c 8 th April	<p>Select an artist/designer/photographer – Artist research page, discuss their themes, use of resources/materials and processes, include pictures with the date and name of pieces if known.</p> <p>Artist analysis page – Analyse a key piece of work using ‘understanding artwork’ template.</p>	
Week 9-14 w/c 15 th April	<p>Further recording</p> <p>Repeat week 3/7 to support / show your understanding of chosen artist and how initial work has changed / evolved etc. This may also include further refinement of techniques/materials/processes.</p>	Sketchbook / PowerPoint review: w/c 20th May

Spring Bank Holiday	Any feedback / incomplete work from review must be completed over half-term Identify any new artists – provide context / additional photoshoot/s to support recent sustained piece/s	Sketchbook / PowerPoint review to check planning w/c 8th July
Week 15 w/c 3 rd June	<ul style="list-style-type: none">● Contact sheet and Selection● Planning sheet – bring forward preferred sustained pieces – digitally/photocopy● Annotate corrections to pieces – how they could be combined/changed to suit ideas based on your title and understanding	
Week 16-18 w/c 10 th June	Development of ideas, this should show evidence of refinement of media/techniques, and show changes to composition/scale/visual imagery etc. Visual elements, use of media may remain or change. These need to be clear and resolved showing links to your artists and theme. Changes to them can be evidenced through annotation.	
Week 19 w/c 1 st July	Planning sheet for resolved piece – show a variety of responses to include scale/composition/techniques/use of media etc. This work needs to be annotated to show thought processes, remember these need to link to your title and show your understanding of the work of others.	
Week 20-21 w/c 8 th July	Based on feedback make changes to planning of the final piece. Complete final piece Evaluate final piece – evaluate the strengths and weaknesses and make sure you talk about the work of others and how it has informed the final piece/s	
Assessment Objectives		Evidence
A01: Develop ideas through investigations, demonstrating critical understanding of sources.		<ul style="list-style-type: none">● Ability to effectively develop ideas through creative and purposeful investigations.● Ability to engage with and demonstrate critical understanding of sources.
A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.		<ul style="list-style-type: none">● Ability to thoughtfully refine ideas with discrimination.● Ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.
A03: Record ideas, observations and insights relevant to intentions as work progresses.		<ul style="list-style-type: none">● Ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		<ul style="list-style-type: none">● Ability to competently present a personal and meaningful response

	<p>and realise intentions with confidence and conviction.</p> <ul style="list-style-type: none"> • Ability to demonstrate understanding of visual language.
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Art Galleries

Frameless

Frameless is the largest permanent multi-sensory experience in the UK and features four galleries. It showcases some of the world's greatest works of art presented in ways never seen before. Where art breaks free.

The Courtauld Gallery

The Courtauld Gallery includes paintings, drawings, prints, sculpture and decorative arts ranging from the Renaissance through to the 20th century and is renowned for its remarkable group of Impressionist and Post-Impressionist paintings.

The Graffik Gallery

The Graffik Gallery has an unparalleled ability to foresee emerging talent and exhibits the elite within the realm of street art. On display you can view works by Banksy, Dotmaster, Stik, Alec Monopoly, Clet and Robin Coleman.

The Photographers' Gallery

The Photographers' Gallery is the first public gallery in the United Kingdom devoted solely to photography.

Tate Modern

Tate Modern houses the United Kingdom's national collection of international modern and contemporary art, defined as from after 1900.

Victorian and Albert Museum

The Victoria and Albert Museum is the world's largest museum of applied arts, decorative arts and design.

The Design Museum

The Design Museum exhibits product, industrial, graphic, fashion, and architectural design.

Books

The Story of Art

The Story of Art, by E. H. Gombrich, is a survey of the history of art from ancient times to the modern era. The book is widely regarded both as a seminal work of criticism and as one of the most accessible introductions to the visual arts.

Photography Now

Charlotte Jansen surveys the 50 most significant photographers working today, with high-quality reproductions of their work, commentary, and interviews. It's an important book in an age when society faces the increasingly heavy social responsibilities of photography, and visual communication more broadly.

Graphic Design – A History, by The Design Museum Shop

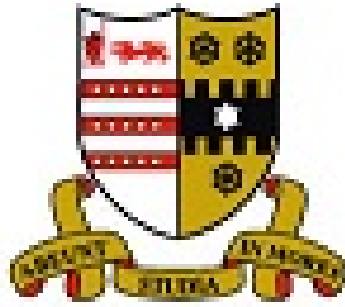
The Graphic Design, traces the impact of politics, economics, war, nationalism, colonialism, gender and art on graphic designers working in print and film and with the latest web, multimedia and emerging digital technologies.

Podcasts

The Lonely Palette: The Lonely Palette is a thought-provoking and engaging podcast that brings the world of art to life by exploring the stories behind iconic and lesser-known masterpieces. Each episode is an immersive journey that weaves together vivid storytelling and expert insights, inviting you to experience art like never before.

A Piece of Work: A Piece of Work demystifies modern and contemporary art, making it accessible to everyone. Hosted by Abbi Jacobson, a comedian, actress, and art school graduate, this show features conversations with artists, curators, and other creative minds.



Art for Your Ear: Danielle Krysa, interviews inspiring contemporary artists, offering insights into the creative process, personal stories, and artistic inspirations.



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RE (Full Course)

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p><u>CHRISTIAN BELIEFS AND TEACHINGS: The Nature of God:</u></p> <ul style="list-style-type: none"> Christian views about the nature of God. The problem of Evil and suffering in the quote on God and evil from Epicurus, and the ideas on suffering in the Book of Job. 	<p>Buddhist Practices - Buddhist places of worship in Britain and elsewhere</p> <p>Offerings: food, light, flowers, incense, offerings of food to monks (dana)</p>	<p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings The Nature of God Textbook (Hodder) page 42-43 Revision Guide page 15</p> <p>Quizlet: GCSE Eduqas Christian Teachings Key Quotes 1</p> <p>BBC BITESIZE: The nature of God; Evil and suffering;</p> <p>Textbook (Hodder) page 168-172 Revision Guide page 58-59</p> <p>YOUTUBE- The Nature of God: 1 Christian Beliefs and teachings Nature of God</p> <p>Marlingre.net Topic Test1: The Nature of God and the Problem of Evil; The Oneness of God and the Trinity</p> <p>Marlingre.net PEQs / Model Responses-Christian teachings b) Explain Christian views on why suffering exists [5] (c) Explain what the story of Job teaches Christians about suffering. [8]; (d) "Suffering has no purpose." [15 + 3] (d) "A loving God would not allow innocent people to suffer." [15 + 3]</p> <p>(c) Explain why Christians believe in the Trinity. [8]</p> <p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices -</p> <p>Textbook (Hodder2) page Textbook (Hodder3) - page 78 Revision Guide page 103</p> <p>YOUTUBE- Offerings:</p> <p>BBC BITESIZE: Devotional practices - puja</p> <p>Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net A3 Knowledge Organisers - relevant sections (Ans Qs)</p> <p>Marlingre.net PEQs / Model Responses- c) Explain the importance of puja for Buddhists (8) c) Explain the meaning of food, light, flowers and incense as offerings in Buddhist worship (8)</p>

<p><u>The Nature of God:</u></p> <ul style="list-style-type: none"> The Trinity about the oneness of God: Father, Son and Holy Spirit and its importance to Christian believers 	<p>Buddhist Practices - Buddhist places of worship in Britain and elsewhere:</p> <p>The importance of features and functions of temples and viharas; statues, shrines, stupa and meditation area. Mahayana and Theravada Buddhist temples in Britain compared to those in countries where Buddhism is widely practised.</p>	<p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings <u>The Nature of God:</u></p> <p>BBC BITESIZE: <u>The Trinity</u></p> <p>Textbook (Hodder) page 168-172 Revision Guide page 58-59</p> <p>Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses- <u>(c) Explain why Christians believe in the Trinity. [8]</u></p> <p>Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - Buddhist places of worship in Britain and elsewhere:</p> <p>BBC BITESIZE: <u>Places of worship</u></p> <p>Textbook (Hodder2) page - Textbook (Hodder3) - Revision Guide page 99-101</p> <p>YOUTUBE- <u>Buddhist places of worship in Britain and elsewhere:</u></p> <p>Quizlet: <u>GCSE Eduqas Buddhist Practices Key Quotes 1</u></p> <p>Marlingre.net PEQs / Model Responses- <u>B) Describe the key features of a Buddhist temple (5); d) "Buddhist temples in the UK are not 'authentic' Buddhist temples" Discuss (15)</u></p> <p><u>c) Explain why Buddhists will visit a temple as part of their faith (8) b) Describe the similarities and differences between temples in the UK and Buddhist countries (5) d) "Pilgrimages are the most important Buddhist practice" (15 Marks) d) "No one place is more sacred than another." (15 marks) b) Explain two ways in which shrines are important in Buddhist worship</u></p>
<p><u>Creation</u></p> <ul style="list-style-type: none"> Christian views about the nature and role of humans, and literal and non-literal ways of interpretation of Genesis 1-3. 	<p>Buddhist Practices - Buddhist Meditation: The significance of meditation; Dhammapada 282, Surangama Sutra Mindfulness of breathing</p>	<p>YOUTUBE- Creation:  2 Christian Beliefs and Teachings Creation</p> <p>BBC BITESIZE: <u>Creation</u>; <u>The role of the Trinity in creation</u></p> <p>Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses- <u>(c) Explain how different Christians interpret the story of creation in Genesis 1 and 2. [8] (d) "Genesis teaches that God made the world in 6 literal days." [15 + 3]</u></p> <p>Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices -</p> <p>BBC BITESIZE: <u>Places of worship</u></p> <p>YOUTUBE- Buddhist Meditation:  GCSE RS Revision Buddhist Practices 2of5 v2</p> <p>Marlingre.net Revision Posters (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses- <u>c) Explain why Buddhists meditate (8); c) Explain why</u></p>

	(samatha meditation) Loving kindness (mettabhavana meditation) Insight meditation (vipassana meditation)	Mettabhavana meditation is important (8); d) 'Meditation is the most important Buddhist practice' (15 marks)
Creation <ul style="list-style-type: none"> Compare the understanding of God in the creation story in Genesis with John's explanation of God as Word and Spirit 	Buddhist Practices - The importance and role of Buddhas and Bodhisattvas; example of Gautama Buddha (enlightenment through meditation). Buddhas and bodhisattvas as the focus of devotion and meditation.	Quizlet: GCSE Eduqas Christian Teachings Key Quotes 1 BBC BITESIZE: The role of the Trinity in creation Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- (b) Explain the role of the Spirit in creation. [5]. Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - BBC BITESIZE: Meditation – Buddhas and Bodhisattvas Marlingre.net PEQs / Model Responses- d) "Samatha Meditation is the most important type of meditation" Discuss (15)
Jesus Christ: <ul style="list-style-type: none"> Christian beliefs and teachings about Jesus' incarnation and the nature of 	Buddhist Practices - Buddhist Devotional practices: The role and significance of	BBC BITESIZE: Jesus – incarnation YOUTUBE- Jesus Christ: 3 Christian Beliefs and teachings Jesus Christ Marlingre.net Topic Test2: Christian Beliefs about Creation; Jesus the Word and the Holy Spirit involved in Creation Marlingre.net PEQs / Model Responses- (b) Explain Christian teaching about the incarnation of Jesus. [5]; (d) "Jesus was just an ordinary man." [15 + 3] Marlingre.net Knowledge Organisers - relevant sections (Ans Qs)

<p>Jesus as the Son of God.</p> <ul style="list-style-type: none"> 	<p>chanting; chanting the Triratna (importance of Three Jewels): Dhammapada 190</p>	<p>Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices -</p> <p>Marlingre.net PEQs / Model Responses- <u>b) Describe why Chanting is important for Buddhists (5)b) Describe the use of malas to count mantras or breaths in meditation' (5 marks)</u></p>
<ul style="list-style-type: none"> The story of the passion of Christ including the crucifixion, in Matthew 27:28-50; and its importance to believers for Salvation and Atonement. 	<p>Use of malas to count mantras or breaths in meditation (Japanese and Tibetan forms of Buddhism). Role of mantra recitation to evoke enlightenment.</p>	<p>BBC BITESIZE: <u>Jesus – salvation and atonement; Jesus – crucifixion</u></p> <p>Quizlet: GCSE Eduqas Christian Teachings Key terms 1</p> <p>Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses- <u>(b) Explain the significance of the last supper in Christian teaching about Jesus. [5]; c) Explain Christian teaching about the importance of the crucifixion of Jesus; (d) “Jesus death was to atone for people’s sin.” [15 + 3]</u></p> <p>Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices -</p> <p>BBC BITESIZE: Devotional practices – chanting and mantras</p> <p>Marlingre.net PEQs / Model Responses-</p>
<p>Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
<p><u>Jesus Christ:</u></p> <ul style="list-style-type: none"> The story of the Resurrection of Christ and the story of the Ascension of Christ and its importance 	<p>Buddhist Practices - Significance of puja – in devotional ritual in different Buddhist contexts; veneration rather than worship. Use of mudras to identify with buddhas and bodhisattvas</p>	<p>BBC BITESIZE: Jesus – resurrection; Jesus – ascension Marlingre.net Topic Test3 Jesus Christ and Salvation: The Crucifixion, Atonement Resurrection and Ascension. Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- (b) Explain the significance of the resurrection in Christian teaching about Jesus. [5]; Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - BBC BITESIZE: Devotional practices - puja Quizlet: GCSE Educas Buddhist Practices 1 Key terms Marlingre.net PEQs / Model Responses- b) Describe ways in which Buddhists perform puja (5); d) “Every Buddhist should perform puja” Discuss (15)</p>
<p>Salvation: Christian views about the idea of authority or Law: the Bible as Word of God; its inspiration and revelation; and differing Christian ways of interpreting biblical writings; Bible in relation to other</p>	<p>Buddhist Practices - Buddhist Festivals and retreats: practices in Britain and elsewhere. The origins and meaning of</p>	<p>BBC BITESIZE: Salvation through law; YOUTUBE- Salvation: Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- c) Explain the importance of Bible for Christians. [8] EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - BBC BITESIZE: Festivals and retreats YOUTUBE- Buddhist Festivals and retreats: Marlingre.net PEQs / Model Responses- c) Explain the importance of Bible for Christians.</p>

sources of authority including the Church, Experience and Reason.	festivals and retreats such as Theravada Wesak; celebration of birth of Buddha. Theravada tradition: also celebration of enlightenment and death.	[8] c) Explain why Wesak is important for Buddhists (8); d) “Religious festivals are just excuse for people to have fun” Discuss (15); c) Explain why Wesak is important for Buddhists
Christian views about Sin as preventing salvation.	Buddhist Practices - Buddhist Festivals and retreats: practices in Britain and elsewhere. Kathina; celebration of the end of Vassa	BBC BITESIZE: Sin; Salvation through law; Salvation – grace and the Holy Spirit Marlingre.net PEQs / Model Responses- (c) Explain Christian teachings about the fall of Adam and eve [8]; Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - BBC BITESIZE: Festivals and retreats Marlingre.net PEQs / Model Responses- c) Explain why Vassa (the rain retreat) is important in different Buddhism; b) Describe why Kathina is important for Buddhists (5)
Christian teaching on Grace and the Spirit in Acts 2:1-6. The role of Holy Spirit in Evangelical worship.	Buddhist Practices - Buddhist Festivals and retreats: practices in Britain and elsewhere. Parinirvana Day: Mahayana tradition – marks the	Topic Test 4 The Bible, and other sources of authority; Salvation: Sin; Grace, Works, Sacraments and the Means of Salvation. Marlingre.net PEQs / Model Responses- Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - Marlingre.net PEQs / Model Responses- b) Describe what happens during Parinirvana day (5); c) Explain from two different traditions ways in which they celebrate festivals within Buddhism (8)

	Buddha's death and passing into final nirvana	
The Afterlife: Christian Eschatological beliefs, Christian views about Judgement,	Buddhist Practices - Buddhist- Death and mourning: The significance of ceremonies and rituals associated with death and mourning as practised in Theravada communities: transferring to rebirth. Cremation practices and almsgiving.	BBC BITESIZE: <u>The afterlife, Judgement</u> Marlingre.net Knowledge Organisers - relevant sections (Ans Qs) YOUTUBE- The Afterlife: Buddhist Death and mourning: Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices - BBC BITESIZE: <u>Death and mourning</u> Marlingre.net PEQs / Model Responses- b) Describe what happens during a Tibetan funeral (5) d) "A Buddhist funeral should focus on remembering the dead person" Discuss (15); d) "Funeral rites effect the fate of the dead"
Beliefs about Resurrection,	Buddhist Practices - Mahayana practices: Japan: cremated ashes are buried. Importance of name.	BBC BITESIZE: <u>Resurrection</u> Marlingre.net PEQs / Model Responses- (d) "Belief in the death and resurrection of Jesus is necessary to receive eternal life in heaven." EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices -
Traditional and contemporary Christian beliefs about heaven and hell	Buddhist Practices - Death and mourning: Tibet:	BBC BITESIZE: <u>Heaven and Hell</u> Marlingre.net Topic test 5 Judgement and Life after Death; Heaven Hell and Purgatory; Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)

	chanting and sky burials, offerings to monks; The Tibetan Book of the Dead	<p>Marlingre.net Exam SPEC / Tick sheets- Buddhist Practices -</p> <p>Marlingre.net PEQs / Model Responses-<u>b) Describe Mahayana practices of sky burials.</u> <u>c) Explain from two traditions the different ways Buddhists funerals are performed (8); b) Describe two contrasting Buddhist rituals associated with death and mourning</u></p>
<p>Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Forms of worship: The nature and significance of liturgical, informal and individual worship: Matthew 18:20. The nature and importance of prayer:	The Nature of God: Christian views about the nature of God.	BBC BITESIZE: Worship ; Examples of communal and private worship YOUTUBE- Forms of worship : Marlingre.net PEQs / Model Responses- B) Outline reasons why Christians worship God. (5 marks) ; d) "Spontaneous worship is better than liturgical worship." (15 marks) BBC BITESIZE: The nature of God ; YOUTUBE- The Nature of God : 1 Christian Beliefs and teachings Nature of God
The Lord's Prayer. Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship	The problem of Evil and suffering in the quote on God and evil from Epicurus, and the ideas on suffering in the Book of Job.	BBC BITESIZE: Prayer Marlingre.net PEQs / Model Responses- C) Explain why prayer is important to many Christians. (8) d) "Prayer should be inspired and not learned off-by-heart." (15 marks) Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) BBC BITESIZE: Evil and suffering Marlingre.net PEQs / Model Responses-
Sacraments: Diverse beliefs regarding Sacraments The role, meaning and celebration of Baptism: John 3:3-6 Diverse interpretations of Baptism with reference to the	The Trinity about the oneness of God: Father, Son and Holy Spirit and its importance to Christian believers	BBC BITESIZE: Sacraments ; Baptism ; YOUTUBE- Sacraments : Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- B) Outline the Christian teachings about the Eucharist. (5 marks) BBC BITESIZE: The Trinity

beliefs of the Catholic and Protestant Churches		Marlingre.net PEQs / Model Responses- C) Explain why baptism is important to many Christians. (8 marks) D) "Baptism is the most important sacrament."
The role, meaning and celebration of Eucharist: Diverse interpretations of Eucharist with reference to the beliefs of the Catholic and Protestant Churches	Creation: Christian views about the nature and role of humans, and literal and non-literal ways of interpretation of Genesis 1-3.	BBC BITESIZE: The Eucharist Marlingre.net PEQs / Model Responses- YOUTUBE- Creation: 2 Christian Beliefs and Teachings Creation BBC BITESIZE: Creation ; The role of the Trinity in creation Marlingre.net PEQs / Model Responses-
Pilgrimage and Celebrations: The importance of pilgrimage: Walsingham, Taizé How Christians celebrate Christmas and Easter	Compare the understanding of God in the creation story in Genesis with John's explanation of God as Word and Spirit	BBC BITESIZE: Pilgrimage Celebrations ; Easter ; YOUTUBE- Pilgrimage and Celebrations: Marlingre.net Revision Posters (relevant sections) Marlingre.net PEQs / Model Responses B) Outline the purpose of pilgrimage to Christians. (5); B) Describe what happens at Walsingham (5) Taizé (5); C) Explain why pilgrimage is important to Christians. (8); d) "Pilgrimage is a waste of money." (15); C) Explain why Christmas is important to many Christians. (8) D) Christmas is no longer a religious festival in today's society (15) d) "Easter is the most important Christian festival." (15) Quizlet: GCSE Eduqas Christian Teachings Key Quotes 1 BBC BITESIZE: The role of the Trinity in creation Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- (b) Explain the role of the Spirit in creation. [5] .
Christianity in Britain and the Church in the local community Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase	Jesus Christ: Christian beliefs and teachings about Jesus' incarnation and the nature of Jesus as the Son of God.	BBC BITESIZE: Christianity in England and Wales Marlingre.net PEQs / Model Responses- d) "Great Britain is a Christian country." (15 marks) BBC BITESIZE: Jesus – incarnation YOUTUBE- Jesus Christ: 3 Christian Beliefs and teachings Jesus Christ

in diverse religious and nonreligious beliefs and practices (including those of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian U.K. laws, festivals and traditions are rooted in the Christian tradition whilst also celebrating the festivals, beliefs and cultures of other religious and non-religious traditions.		Marlingre.net PEQs / Model Responses- (b) Explain Christian teaching about the incarnation of Jesus. [5]; (d) "Jesus was just an ordinary man." [15 + 3]
The role of the Church in the local community; a place of worship, social and community functions	The story of the passion of Christ including the crucifixion, in Matthew 27:28-50; and its importance to believers for Salvation and Atonement.	BBC BITESIZE: The church in the local community Marlingre.net PEQs / Model Responses- C) Explain the social role of the church in the local community (8); C) Explain the work of the church in the local community. (8 marks)
Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above		

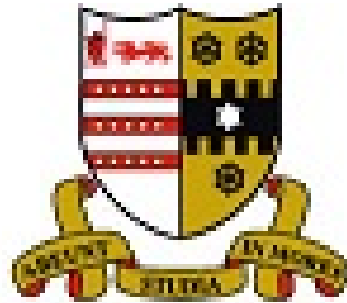
Yr10

RE (Full Course)

Term 6

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
The Worldwide Church: The importance of mission, evangelism and church growth.	The story of the Resurrection of Christ and the story of the Ascension of Christ and its importance	YOUTUBE- The Worldwide Church: BBC BITESIZE: The worldwide Church Marlingre.net PEQs / Model Responses- b) Describe how evangelism, mission and Church growth strategies are growing the church in Britain today. (5 marks);
The work of Tearfund: Christian beliefs in action	Salvation: Christian views about the idea of authority or Law: the Bible as Word of God; its inspiration and revelation; and differing Christian ways of interpreting biblical writings; Bible in relation to other sources of authority including the Church, Experience and Reason.	Marlingre.net PEQs / Model Responses- b. Describe how Tearfund helps those in need. [5]; d) "Faith is best shown through charity work." (15 marks)
Persecution of Christians past and present	Christian views about Sin as preventing salvation. Christian teaching on Grace and the Spirit in Acts 2:1-6. The role of Holy Spirit in Evangelical worship.	Marlingre.net PEQs / Model Responses- B) Describe the community of the worldwide church. (5 marks) B) Outline different Christian responses to persecution. (5) B) Describe how open doors help those in needs (2) B) Outline different Christian responses to persecution (5)

Working for reconciliation: World Council of Churches, The Ecumenical Movement	The Afterlife: Christian Eschatological beliefs, Christian views about Judgement, Beliefs about Resurrection,	Marlingre.net PEQs / Model Responses- C) Explain the work of the worldwide church. (8); C) Explain how the Christian community works for reconciliation. (8 marks); d) Reconciliation is the most important of all the sacraments (15); d) "Reconciliation is not possible." (15) BBC BITESIZE: The afterlife, Judgement Marlingre.net Knowledge Organisers - relevant sections (Ans Qs)
	Traditional and contemporary Christian beliefs about heaven and hell	BBC BITESIZE: Heaven and Hell Marlingre.net Topic test 5 Judgement and Life after Death; Heaven Hell and Purgatory ; Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)
Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above		



MARLING
SCHOOL

RE (Short Course)

<p>New</p> <p>Content Introduced</p>	<p>Recommended review of prior content</p>	<p>Recommended resources or strategies to support review (inc extra-curricular opportunities)</p>
<p><u>ISSUES OF LIFE AND DEATH The world:</u></p> <ul style="list-style-type: none"> Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2 	<p><u>CHRISTIAN BELIEFS AND TEACHINGS: The Nature of God:</u></p> <ul style="list-style-type: none"> Christian views about the nature of God. The problem of Evil and suffering in the quote on God and evil from Epicurus, and the ideas on suffering in the Book of Job. The Trinity about the oneness of God: Father, Son and Holy Spirit and its importance to Christian believers 	<p>Marlingre.net Exam SPEC / Tick sheets- <u>ISSUES OF LIFE AND DEATH- THE WORLD</u></p> <p>YOUTUBE- 1 Life and Death Issues Origins of the Universe</p> <p>BBC BITESIZE: <u>Creation of the world</u>; Christian interpretations of the creation</p> <p>Textbook page 39 Revision Guide (Hodder) page</p> <p>Marlingre.net PEQs / Model Responses- <u>Life and death Issues B) Explain Christian teachings on the origins of the world and humanity [5] (d) “Genesis teaches that God made the world in 6 literal days.” [15 + 3] (c) Explain how scientific teachings are different to Christian teachings on how the world began. [8]</u></p> <p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings <u>The Nature of God</u></p> <p>YOUTUBE- <u>The Nature of God:</u></p> <p>1 Christian Beliefs and teachings Nature of God</p> <p>Textbook (Hodder) page 42-43 Revision Guide page 15</p> <p>Quizlet: GCSE Eduqas Christian Teachings Key Quotes 1</p> <p>BBC BITESIZE: <u>The nature of God</u>; Evil and suffering; The Trinity Textbook (Hodder) page 168-172 Revision Guide page 58-59</p> <p>Marlingre.net Topic Test1: <u>The Nature of God and the Problem of Evil;The Oneness of God and the Trinity</u></p> <p>Marlingre.net PEQs / Model Responses-<u>Christian teachings b) Explain Christian views on why suffering exists [5] (c) Explain what the story of Job teaches Christians about suffering. [8];(d) “Suffering has no purpose.” [15 + 3] (d) “A loving God would not allow innocent people to suffer.” [15 + 3]</u></p>

		<p>(c) Explain why Christians believe in the Trinity. [8] EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net A3 Knowledge Organisers - relevant sections (Ans Qs) Marlingre.net Revision Guide / Exam Booklets relevant sections</p>
<p><u>The world:</u></p> <ul style="list-style-type: none"> The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang 	<p><u>Creation</u></p> <ul style="list-style-type: none"> Christian views about the nature and role of humans, and literal and non-literal ways of interpretation of Genesis 1-3. Compare the understanding of God in the creation story in Genesis with John's explanation of God as Word and Spirit 	<p>Marlingre.net Exam SPEC / Tick sheets- Life and death Issues- <u>THE WORLD</u> BBC BITESIZE: Creation; Christian interpretations of the creation: Christianity and science YOUTUBE- 1 Life and Death Issues Origins of the Universe Textbook (Hodder) page 42, 46-48- Revision Guide page 16-17, Marlingre.net PEQs / Model Responses-Issues of Life and Death B) Explain Christian teachings on the origins of the world and humanity [5]) Explain how science and religion can agree on the origins of the world. (8 marks) EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses-Christian teachings (c) Explain how scientific teachings are different to Christian teachings on how the world began. (8 marks) (c) Explain how science and religion can agree on the origins of the world. (8 marks) (c) Explain how science and religion can agree on the origins of the world. [8] Marlingre.net Exam SPEC / Tick sheets- Christian Teachings <u>Creation</u> BBC BITESIZE: The role of the Trinity in creation Marlingre.net PEQs / Model Responses- Life and death Issues lit+ non Lit Genesis Trinity Creation -(c) Explain how different Christians interpret the story of creation in Genesis 1 and 2. [8] (d) "Genesis teaches that God made the world in 6 literal days." [15 + 3] Marlingre.net Topic Test2: Christian Beliefs about Creation: Jesus the Word and the Holy Spirit involved in Creation YOUTUBE-Christian teachings Creation: 2 Christian Beliefs and Teachings Creation BBC BITESIZE: Creation; The role of the Trinity in creation; The Son; The Holy Spirit</p>

		<p>Textbook (Hodder) page 172-177 Revision Guide page 58-61</p> <p>Marlingre.net PEQs / Model Responses Christian teachings-(c) Explain how different Christians interpret the story of creation in Genesis 1 and 2. [8] (d) “Genesis teaches that God made the world in 6 literal days.” [15 + 3] (b) Explain the role of the Spirit in creation. [5].</p>
<p>The origin and value of human life</p> <ul style="list-style-type: none"> Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins 	<p>Jesus Christ:</p> <ul style="list-style-type: none"> Christian beliefs and teachings about Jesus’ incarnation and the nature of Jesus as the Son of God. The story of the passion of Christ including the crucifixion, in Matthew 27:28-50; and its importance to believers for Salvation and Atonement. 	<p>Marlingre.net Exam SPEC / Tick sheets- Life and death Issues- The origin and value of human life</p> <p>YOUTUBE-3 Life and Death Issues Origin and Value of life see first part</p> <p>BBC BITESIZE: The scientific method: Origins of the universe: Theory of evolution</p> <p>Textbook (Hodder) page 40-41 Revision Guide page 17,</p> <p>Marlingre.net PEQs / Model Responses- Life and death Issues</p> <p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses-Christian teachings (c) Explain how different Christians interpret the story of creation in Genesis 1 and 2. [8] (d) “Genesis teaches that God made the world in 6 literal days.” [15 + 3]</p> <p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings-Jesus Christ: Incarnation, Crucifixion, Atonement</p> <p>YOUTUBE-Jesus Christ: 3 Christian Beliefs and teachings Jesus Christ</p> <p>BBC BITESIZE: Jesus – incarnation; Jesus as Messiah; Jesus as Saviour</p> <p>Jesus – salvation and atonement; Jesus – crucifixion; Atonement</p> <p>Textbook (Hodder) page 178-182 Revision Guide page 62-65</p> <p>Marlingre.net Revision Posters (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses-Christian teachings Jesus Christ (b) Explain Christian teaching about the incarnation of Jesus. [5]; (d) “Jesus was just an ordinary man.” [15 + 3] [5]; (d) “Jesus was just an ordinary man.” [15 + 3] (b) Explain the significance of the last supper in Christian teaching about Jesus. [5]</p>
<p>THE WORLD</p> <ul style="list-style-type: none"> Christian and non-religious beliefs, teachings 	<p>Jesus Christ:</p> <ul style="list-style-type: none"> The story of the Resurrection of Christ and the story of the 	<p>Marlingre.net Exam SPEC / Tick sheets- Life and death Issues- THE WORLD</p> <p>BBC BITESIZE: Christian teachings on the environment; Dominion; Environmental responsibility; Global citizenship; What does this mean in practice?; Christian Aid</p>

<p>and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6,</p> <ul style="list-style-type: none"> 'Humanists for a Better World' 	<p>Ascension of Christ and its importance</p> <p>Salvation</p> <ul style="list-style-type: none"> Christian views about the idea of authority or Law: the Bible as Word of God; its inspiration and revelation; and differing Christian ways of interpreting biblical writings; Bible in relation to other sources of authority including the Church, Experience and Reason. 	<p>Humanism; Humanist Climate Action (previously H4BW)</p> <p>YOUTUBE 2 Life and Death Issues Value of the world and animals</p> <p>Textbook (Hodder) page 49-53 Revision Guide page 18-19</p> <p>Marlingre.net PEQs / Model Responses- Life and death Issues</p> <p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses- (b) Describe Christian teachings about caring for the world. (5 marks) B) Explain Christian teaching about stewardship . [5] B) Explain Christian teaching about caring for the environment . [5] h) "God created the world, so he should look after it" 1D) "God created the world, so he should look after it"</p> <p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings- Salvation</p> <p>Quizlet: GCSE Eduqas Christian Teachings Key terms 1</p> <p>BBC BITESIZE: Salvation through law; Creation of the world; How different Christians regard the Bible; Symbolism; Inspiration and revelation; Aims of the Biblical authors; Use and usefulness of the Bible; Other sources of authority; Conscience</p> <p>Textbook (Hodder) page 183 Revision Guide page 66</p> <p>YOUTUBE-Jesus Christ: 3 Christian Beliefs and teachings Jesus Christ</p> <p>Salvation:</p> <p>Marlingre.net PEQs / Model Responses-Christian teachings (b) Explain the significance of the resurrection in Christian teaching about Jesus. [5] c) Explain Christian teaching about the importance of the crucifixion of Jesus c) Explain the importance of Bible for Christians. [8] (d) "The ascension is the most important event in Jesus' life." [15 + 3] (d) "'For Christians, the Bible is the most important source of authority.'</p>
<p>The origin and value of human life</p> <ul style="list-style-type: none"> Diverse Christian beliefs, teachings and attitudes toward the 	<p>Salvation</p> <ul style="list-style-type: none"> Christian views about Sin as preventing salvation. Christian teaching on Grace and the Spirit in Acts 2:1-6. The 	<p>Marlingre.net Exam SPEC / Tick sheets- Life and death Issues- The origin and value of human life</p> <p>BBC BITESIZE: Quality of life vs the right to life;</p> <p>YOUTUBE-3 Life and Death Issues Origin and Value of life see second part</p> <p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings- Salvation</p> <p>Textbook (Hodder) page 40-41 Revision Guide page 67</p> <p>Marlingre.net PEQs / Model Responses- Life and death Issues</p>

<p>origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5</p>	<p>role of Holy Spirit in Evangelical worship.</p>	<p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Christian Teachings- Salvation BBC BITESIZE: Sin; Salvation – grace and the Holy Spirit YOUTUBE- 4 Christian Beliefs and Teachings Salvation Marlingre.net PEQs / Model Responses Christian teachings -(b) Explain the significance of the last supper in Christian teaching about Jesus. [5]; c) Explain Christian teaching about the importance of the crucifixion of Jesus; (d) “Jesus death was to atone for people’s sin.” [15 + 3] (c) Explain Christian teachings on the significance of ‘the fall’ of Adam and eve. [8] (c) Explain Christian teachings about the fall of Adam and eve [8]; Marlingre.net Knowledge Organisers - relevant sections (Ans Qs)</p>
<p>MOCK EXAM Assessment revision 1. Christian Teaching 2. Islamic Teaching</p>	<p><u>The Afterlife:</u></p> <ul style="list-style-type: none"> • Christian Eschatological beliefs, Christian views about Judgement, 	<p>Marlingre.net Exam SPEC / Tick sheets- Christian Teachings- The Afterlife: BBC BITESIZE: The afterlife; Judgement Textbook (Hodder) page 186-188 Revision Guide page 67 Quizlet: GCSE Eduqas Christian Teachings Key terms 1 EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- Christian teachings</p>
<p>Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above</p>		

Attend - Easter and WhitSun Revision sessions.

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
<p>MOCK EXAM Assessment revision</p> <p>3. Relationships</p>	<p>Beliefs about Resurrection, Traditional and contemporary Christian beliefs about heaven and hell</p>	<p>BBC BITESIZE: Jesus – resurrection; Jesus – ascension</p> <p>Marlingre.net Topic Test3 Jesus Christ and Salvation: The Crucifixion, Atonement Resurrection and Ascension.</p> <p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net PEQs / Model Responses- (b) Explain the significance of the resurrection in Christian teaching about Jesus. [5];</p> <p>BBC BITESIZE: Resurrection; Heaven and Hell</p> <p>Textbook (Hodder) page 189-190 Revision Guide page 68</p> <p>Marlingre.net PEQs / Model Responses- Christian teachings</p>
<p><u>The origin and value of human life</u></p> <ul style="list-style-type: none"> Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' Humanist 'Dignity in Dying' Movement 	<p><u>ISLAMIC BELIEFS AND TEACHINGS:</u></p> <p><u>The Nature of Allah</u></p> <ul style="list-style-type: none"> Islamic teaching about the nature of Allah: the belief in the oneness of Allah (Tawhid): Qur'an 3:18 Islamic views about Nature of Allah: 	<p>Marlingre.net Exam SPEC / Tick sheets-</p> <p>BBC BITESIZE:</p> <p>Textbook (Hodder) page 189-190 Revision Guide page 68</p> <p>YOUTUBE-</p> <p>Marlingre.net PEQs / Model Responses- Life and death Issues B) Explain Christian teaching about the sanctity of life. . [5] B) Explain Christian teaching about the origins of humanity. [5]</p> <p>(c) Explain why some Christians would be against the use of animals in a harmful way. [8] (c) Christian attitudes about the place of humanity in relation to animals. [8]</p> <p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p>

	<p>immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice: Qur'an 46:33</p> <ul style="list-style-type: none"> ■ the Islamic idea of Adalat in Shi'a Islam 	<p>Marlingre.net Exam SPEC / Tick sheets- ISLAMIC BELIEFS AND TEACHINGS: BBC BITESIZE: Nature of God; Angels; Important angels and free will; Akhirah Al Qadr and Freedom; Textbook (Hodder) page 217-233 Revision Guide page 108-109 YOUTUBE- GCSE RS Revision Islamic Beliefs + Teachings 2of5 Marlingre.net PEQs / Model Responses- Muslim Teachings; d. 'Belief in Tawhid is the most important of the six beliefs' (15+3) d. 'It is impossible to comprehend Allah' (15+3)</p>
<p>The origin and value of human life Diverse Christian attitudes towards abortion</p>	<p>Prophethood (Risalah)</p> <ul style="list-style-type: none"> ■ Islamic views on the nature of prophethood; and why prophets important to Muslims as in Qur'an 2:136 ■ The importance of Adam as the first prophet for Muslims ■ Ibrahim as father of Isaac and Ishma'il and his significance for the Muslim religion. ■ Islamic views on Isa as a prophet for Muslims in the Qur'an 2:87 	<p>BBC BITESIZE: Sin; Salvation through law; Salvation – grace and the Holy Spirit Textbook (Hodder) page 54-63 Revision Guide page 22-24 YOUTUBE- Abortion Euthanasia Marlingre.net PEQs / Model Responses- 1D) It is a woman's right to choose abortion 1D) (e) 'Children are a gift and therefore abortion is wrong'. ” EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) BBC BITESIZE: Risalah (prophethood); The prophets; Textbook (Hodder) page 243-244 Revision Guide page 110-111 YOUTUBE- GCSE RS Revision Islamic Beliefs + Teachings 3of5 Marlingre.net PEQs / Model Responses- Muslim Teachings</p>

<p><u>The origin and value of human life</u> Diverse Christian attitudes towards euthanasia</p>	<p><u>Prophethood (Risalah)</u></p> <ul style="list-style-type: none"> Islamic teaching on Muhammad as the seal of the Prophets 	<p>BC BITESIZE: <u>The debate about euthanasia</u>; Arguments for and against euthanasia; What does Christianity teach about euthanasia?; Distinction between different types of euthanasia; The contribution of the hospice movement Textbook (Hodder) page 64-69 Revision Guide page 24-25 Topic Test 4 The Bible, and other sources of authority: Salvation: Sin: Grace, Works, Sacraments and the Means of Salvation. Marlingre.net PEQs / Model Responses- Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net PEQs / Model Responses- <u>Life and death Issues</u> (c) Explain Christian attitudes about assisted suicide [8].(c) Explain the attitudes of two different religions/religious traditions towards assisted suicide. [8]. 1D) (e) "Killing yourself is always wrong'. " B) Explain Christian teaching about about why helping someone to die is wrong. [5] D) 'Modern technology can keep people alive and suffering for too long '. " 1D) 'It is up to God when someone dies'. " EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- BBC BITESIZE: <u>The prophets</u>; Textbook (Hodder) page 243-244 Revision Guide page 110-111 YOUTUBE- <u>GCSE RS Revision Islamic Beliefs + Teachings 3of5</u> Marlingre.net PEQs / Model Responses- <u>Muslim Teachings d. 'Muhammad is the most important prophet in Islam'</u> (15+3)</p>
<p><u>Beliefs about death and the afterlife</u> Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44</p>	<p><u>Angels (Malaikah)</u></p> <ul style="list-style-type: none"> Islamic beliefs on the significance of angels in Islam: Qur'an 2:97-98, Qur'an 2:285 	<p>Marlingre.net Exam SPEC / Tick sheets- <u>Life and death Issues- Beliefs about death and the afterlife</u> Textbook (Hodder) page 73-76 Revision Guide page 26-27 BBC BITESIZE: <u>The afterlife, Judgement</u> <u>The body and soul</u>; What does Christianity say about life after death?; Judgement; Why does the Christian faith believe in life after death?; The Parable of the Sheep and Goats; Heaven and Hell</p>

	<ul style="list-style-type: none"> ■ Islamic Diversity in belief between Shi'a and Sunni Muslims regarding angels and free will. ■ The story and significance of Jibril's revelation of the Qur'an to Muhammad: Qur'an 2:97-98 for Muslims ■ The significance of Mika'il placed in charge of plants and rain ■ The significance of Israfil to announce the Day of Resurrection 	<p>YOUTUBE-5 Life ad Death Issues Life after Death Funerals; Marlingre.net PEQs / Model Responses- Life and death Issues (c) Explain Christian beliefs about the body and soul. (8 marks) (c) Explain Christian teachings on why heaven is important [8] (b) Explain the significance of the resurrection in Christian teaching about Jesus. [5] (d) "Belief in the death and resurrection of Jesus is necessary to receive eternal life in heaven." (d) 'Heaven is only for good people' 1D) 'Heaven is only for good people' (c) Explain how Christian beliefs about life after death may affect the way they live. : [8]https://sites.google.com/view/marlingre/gcse-short-course/practice-question-s-scgcse/life-and-death-issues/example-life-death-answers#h.p_t121HarUkmz_1D) "We should be enjoying this life and not worrying about what will happen when we die'. (c) Explain Christian teaching about the soul.. [8] (d)'Christian beliefs about hell are out of date.' EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets-Angels (Malaikah) BBC BITESIZE: Angels; Important angels and free will; Textbook (Hodder) page 243-244 Revision Guide page 112-113 YOUTUBE- GCSE RS Revision Islamic Beliefs + Teachings 4of5 Marlingre.net Knowledge Organisers - relevant sections Marlingre.net PEQs / Model Responses-(Ans Qs) Muslim Teachings</p>
<p>Beliefs about death and the afterlife Diverse Christian beliefs about the after-life</p>	<p>Aakhirah (Afterlife)</p> <ul style="list-style-type: none"> ■ Islamic views about the idea of Al-Qadr (Predestination) and its implications for debates about human freedom. ■ the Islamic belief in Akhirah: how human responsibility and 	<p>Marlingre.net Exam SPEC / Tick sheets-Life and death Issues-Beliefs about death and the afterlife BBC BITESIZE: Resurrection Textbook (Hodder) page 71-73 Revision Guide page 26-27 Marlingre.net PEQs / Model Responses- B) Explain Christian teaching about the heaven and hell. [5] (c) Explain Christian beliefs about after life . [8] 1D) 'There is no evidence of life after death so it does not matter how you live your life' EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Islamic Beliefs and Teachings</p>

	<p>accountability is based on Muslim beliefs and teachings about the afterlife.</p> <ul style="list-style-type: none"> ■ Islamic teaching on Human Freedom and its relationship to Day of Judgement. ■ Islamic teaching on Heaven; Muslim beliefs about the nature, stages and purpose of heaven ■ Islamic teaching on Hell its nature and purpose. 	<p>Aakhirah (Afterlife)</p> <p>BBC BITESIZE: Aakhirah; Al Qadr and Freedom; Textbook (Hodder) page 243-244 Revision Guide page 114-115 YOUTUBE- GCSE RS Revision Islamic Beliefs + Teachings 5of5 Marlingre.net PEQs / Model Responses-(Ans Qs) Muslim Teachings</p>
<p>Beliefs about death and the afterlife</p> <p>How Christian and Humanist funerals in Britain reflect beliefs about the afterlife</p>	<p>Foundations of faith</p> <ul style="list-style-type: none"> ■ The six articles of faith in Sunni Islam ■ The five roots in Usul ad-Din in Shi'a Islam ■ Islamic attitudes towards Kutub (books), Sahifah (Scrolls), Injil (Gospel), Tawrat (Torah), Zabur (Psalms) 	<p>Marlingre.net Exam SPEC / Tick sheets-Beliefs about death and the afterlife</p> <p>BBC BITESIZE: Humanist funerals How funerals reflect beliefs about the afterlife Textbook (Hodder) page 78-80 Revision Guide page 28-29 Marlingre.net PEQs / Model Responses-(c) Explain how a Christian funeral reflects Christian beliefs about life after death. . [8] 1D 'Funerals are for dead people not the living' EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections) Marlingre.net Exam SPEC / Tick sheets- Islamic Beliefs and Teachings -Foundations of faith BBC BITESIZE: Sunni and Shi'a Islam; The six articles of faith - Sunni Islam; The five roots of Shi'a Islam; Holy books Textbook (Hodder) page 226-228; 242 Revision Guide page</p>

		116-117 YOUTUBE- GCSE RS Revision Islamic Beliefs + Teachings 1 of 5 Marlingre.net PEQs / Model Responses- Muslim Teachings
Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above		

Introduced	New Content	Recommended review of prior content	
<p>Revision</p> <p>1 <u>CHRISTIAN BELIEFS AND TEACHINGS:</u></p> <ul style="list-style-type: none"> • <u>The Nature of God:</u> • <u>Creation</u> • <u>Jesus Christ:</u> • <u>Salvation</u> • <u>The Afterlife:</u> 	<p><u>Issues fo relationships Relationships:</u></p> <ul style="list-style-type: none"> • Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, • Christian beliefs, attitudes and teachings about roles of women and men, in the family • Varying Christian attitudes towards cohabitation and adultery • The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and 	<p>Marlingre.net Exam SPEC / Tick sheets- <u>CHRISTIAN BELIEFS AND TEACHINGS:</u></p> <p>BBC BITESIZE: <u>The Nature of God</u> ; <u>Evil and suffering</u>; <u>The Trinity</u></p> <p>YOUTUBE- <u>GCSE RS Revision Comp 2 Christian Beliefs and Teachings Textbook</u> (Hodder) page 167-192 <u>Revision Guide</u> page 58-79</p> <p>Quizlet: <u>GCSE Christian Teachings</u></p> <p>Marlingre.net PEQs / Model Responses- <u>Christian Teachings EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</u></p> <p>Marlingre.net Exam SPEC / Tick sheets- <u>Issues fo relationships Relationships:</u></p> <p>Textbook (Hodder) page 1-22 <u>Revision Guide</u> page 1-9</p> <p>BBC BITESIZE:<u>The role and status of women</u></p> <p><u>Family life: How and why has family life changed over the past century in the UK?</u>; <u>Christian teaching on family life</u>; <u>Spiritual development</u>; <u>Alternatives to marriage</u>; <u>Christian teachings on marriage and divorce</u>; <u>What does Christianity say about marriage?</u></p> <p>Church teaching on marriage: Christianity -divorce and remarriage <u>Christian teachings on divorce in practice</u></p> <p>YOUTUBE- : <u>GCSE RS Revision Comp 1 Theme- Relationships</u></p> <p>Marlingre.net PEQs / Model Responses- <u>Relationships</u></p>	

	<p>teachings on marriage outside the religious tradition Mark 10:6-8 and the Church of England Synod</p> <ul style="list-style-type: none"> • Varying Christian attitudes towards divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9 and Mark 10:9 	
<p>Revision</p> <p>2. <u>ISLAMIC BELIEFS AND TEACHINGS:</u></p> <ul style="list-style-type: none"> • <u>The Nature of Allah</u> • <u>Prophethood (Risalah)</u> • <u>Angels (Malaikah)</u> • <u>Akhirah (Afterlife)</u> • <u>Foundations of faith</u> 	<p><u>Sexual relationships:</u> Christian teachings about the nature and purpose of sex</p> <ul style="list-style-type: none"> • Christian teachings about the use of contraception • varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept 	<p>Marlingre.net Exam SPEC / Tick sheets-<u>ISLAMIC BELIEFS AND TEACHINGS:</u> <u>Textbook</u> (Hodder) page 226-249 <u>Revision Guide</u> page 108-117 BBC BITESIZE: <u>Nature of God;</u> Angels; Important angels and free will; Akhirah Al Qadr and Freedom; <u>Risalah (prophethood);</u> <u>The prophets;</u> <u>Sunni and Shi'a Islam;</u> <u>The six articles of faith - Sunni Islam;</u> <u>The five roots of Shi'a Islam;</u> <u>Holy books</u> YOUTUBE- GCSE RS Revision Islamic Beliefs + Teachings Marlingre.net PEQs / Model Responses- <u>Muslim Teachings</u> EXERCISE BOOKS <u>Revision Posters / Learning Journey Booklets (relevant sections)</u> Marlingre.net Exam SPEC / Tick sheets-<u>Sexual relationships:</u> BBC BITESIZE: <u>Key beliefs in Islam;</u> <u>Authority in Islam</u> <u>Textbook</u> (Hodder) page ? <u>Revision Guide</u> page ?</p>

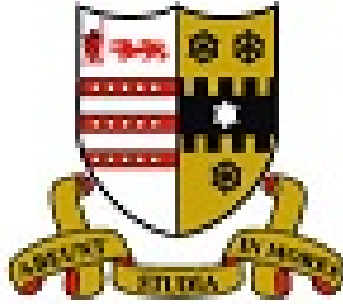
	<ul style="list-style-type: none"> Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13 and 1 Timothy 1: 8-10 	<p>Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>BBC BITESIZE: Christian views on sexual relationships ; The laws on homosexuality and heterosexuality; What are the alternatives to sexual activity?; What does Christianity say about sexual relationships?; Church teaching; The role and importance of celibacy; Attitudes towards same-sex relationships</p> <p>Marlingre.net PEQs / Model Responses- Relationships</p>
<p>Revision</p> <p>3 Issues fo relationships</p> <ul style="list-style-type: none"> Relationships: Sexual relationships: Issues of equality: gender prejudice & discrimination: <p>Revision</p> <p>4 ISSUES OF LIFE AND DEATH</p> <ul style="list-style-type: none"> The world: The origin and value of human life Beliefs about death and the afterlife 	<p>Issues of equality: gender prejudice & discrimination:</p> <ul style="list-style-type: none"> Diverse attitudes within Christianity toward the roles of women and men in worship and authority Catholic, Orthodox and Anglican views on the roles of women. - Interpretations of teachings: 1 Timothy 2:11-12 and Galatians 3:27- 29 	<p>Marlingre.net Exam SPEC / Tick sheets- Issues fo relationships</p> <p>BBC BITESIZE: The role and status of women</p> <p>Family life: How and why has family life changed over the past century in the UK?; Christian teaching on family life; Spiritual development; Alternatives to marriage; Christian teachings on marriage and divorce; What does Christianity say about marriage?</p> <p>Church teaching on marriage; Christianity -divorce and remarriage Christian teachings on divorce in practice; Personal and family issues: Sexual relationships - CCEA</p> <p>Personal and family issues: Different types of family - CCEA Life and death - Unit 1 Matters of life and death:</p> <p>Abortion and euthanasia -</p> <p>YOUTUBE- GCSE RS Revision Comp 1 Theme- Relationships</p> <p>Marlingre.net PEQs / Model Responses- Relationships</p> <p>EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p> <p>Marlingre.net Exam SPEC / Tick sheets-Issues of equality: gender prejudice & discrimination:</p>

		<p>BBC BITESIZE: Textbook (Hodder) page ? Revision Guide page ? Marlingre.net Revision Posters / Learning Journey Booklets (relevant sections) BBC BITESIZE: Christian views on sexual relationships : Ordination Marlingre.net PEQs / Model Responses- Relationships</p>
Exams Learner directed focus	Exams Learner directed focus	<p>BBC BITESIZE: Life and death - Unit 1 Matters of life and death: Abortion and euthanasia - Personal and family issues: Sexual relationships - CCEA Personal and family issues: Different types of family - CCEA Marlingre.net PEQs / Model Responses- Relationships Life and death Issues YOUTUBE- GCSE RS Revision Comp 1 Theme -Life + Death Issues GCSE RS Revision Comp 1 Theme- Relationships EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p>
Exams Learner directed focus	Exams Learner directed focus	<p>BBC BITESIZE: The nature of God and Jesus in Christianity Key beliefs in Christianity; Key beliefs in Islam; Authority in Islam Marlingre.net PEQs / Model Responses- Christian Teachings; Muslim Teachings : YOUTUBE- GCSE RS Revision Comp 2 Christian Beliefs and Teachings; GCSE RS Revision Islamic Beliefs + Teachings Quizlet: GCSE Christian Teachings; GCSE Islamic Teachings EXERCISE BOOKS Revision Posters / Learning Journey Booklets (relevant sections)</p>

<p>Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Intro to Alevel - Arguments from observation and reason 1. First cause-Argument	Christian Beliefs and Teachings <ul style="list-style-type: none"> - Creation - Genesis 1-3 - Literal and non-literal interpretations - 	Arguments from observation and Reason- Curriculum booklet Section 1 - First Cause Argument
2. Criticisms	Life and Death Issues <ul style="list-style-type: none"> • Science and religion • The Big Bang • Evolution • 	Arguments from observation and Reason- Curriculum booklet Section 2 - Criticisms of the First Cause Argument
3. Design-Argument 4. Criticisms	Life and Death Issues <ul style="list-style-type: none"> • The design argument 	Arguments from observation and Reason- Curriculum booklet Section 3 - Design Argument Section 4 - Criticisms of the Design Argument
5. Ontological Argument 6. Criticisms	Non	Arguments from observation and Reason- Curriculum booklet Section 5 - Ontological Argument Section 6 - Criticisms of the Ontological Argument
7. Moral Argument	Introduction to ethics Absolute and relative Ethics	Arguments from observation and Reason- Curriculum booklet Section 3 - Moral Argument

8. Criticisms		Section 4 - Criticisms of the Moral Argument
Key Assessment: Midpoint and End of Topic a. b. c. and d. 30 minute closed book assessment. See example questions above		



MARLING
SCHOOL

Music

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Area of Study 3: Music for Stage and Screen 'Star Wars'	'Star Wars' anthology annotations and classroom notes	Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound https://www.youtube.com/@edexcelgcsemusicsetworks235/videos
Area of Study 2: Vocal Music 'Music for a While'	'Music for a While' anthology annotations and notes taken during Term 2.	Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound
Free composition	Theory work covered in Terms 1 & 2, lesson notes on cadences (Google Classroom video).	Lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Music Tech club to gain deeper familiarisation with software and to further explore extended use of software; Focus on Sound
<p>Key Assessment:</p> <ul style="list-style-type: none"> • Exam-style questions • Free composition drafts 		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Area of Study 3: Music for Stage and Screen 'Defying Gravity'	'Defying Gravity' anthology annotations and classroom notes.	Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound https://www.youtube.com/@edexcelgcsemusicsetworks235/videos
Area of Study 2: Vocal Music 'Killer Queen'	Key vocabulary and notes taken on Area of Study: Vocal Music during Term 2.	Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound
Unfamiliar Listening	Listen to unfamiliar pieces available on YouTube/Spotify playlists and describe what you hear using MAD T SHIRT	https://open.spotify.com/playlist/0lhM655nzKQpAdnKgpPWrs?si=3lYQjiQRQ_CckKCZ5obOFw&dl_branch=1&nd=1&dlsi=bfcf7a7f11744d00
<i>Free Composition (ongoing)</i>		
Key Assessment: <ul style="list-style-type: none"> • Exam-style questions • Free composition drafts 		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Area of Study 1: Instrumental Music 1700-1820 'Brandenburg Concerto'	Key vocabulary, classroom notes, and score annotations from Area of Study 2: 'Music for Stage and Screen'	Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound https://www.youtube.com/@edexcelgcse/musicsetworks235/videos
Area of Study 2: Vocal Music 'Killer Queen'	'Killer Queen' anthology annotations and notes taken during Term 4.	Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound
Unfamiliar Listening	Listen to unfamiliar pieces available on YouTube/Spotify playlists and describe what you hear using MAD T SHIRT	https://open.spotify.com/playlist/0lhM655nzKQpAdnKgpPWrs?si=3lYQjiQRQ_CckKCZ5obOFw&dl_branch=1&nd=1&dlsi=bfcf7a7f11744d00
Exam Practice	Material covered in lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Listening booklets practice questions (Sean Young) and key vocabulary document.	Lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Sean Young practice questions; Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound
<i>Free composition (for completion)</i>		

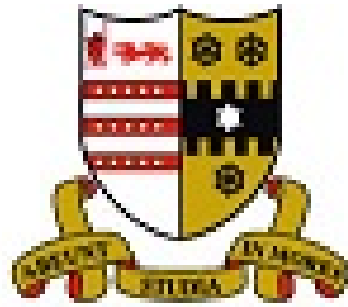
Key Assessment:

- Exam-style questions
- Free composition final draft

Yr10
Term 6

Music

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Revision of Areas of Study 2 & 3, and set works	Areas of Study 2 & 3 anthology annotations and notes taken.	Lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Sean Young practice questions; Pearson anthology; Pearson study guide; lesson notes; Google Classroom; Focus on Sound https://www.youtube.com/@edexcelgcsemusicsetworks235/videos
Exam Practice	Lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Sean Young practice materials and past paper questions	Lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Edexcel practice papers
Introduce Brief Composition ahead of September release	Prior experience from Free Composition work completed	Lunchtime support sessions for theory and aural skills - Wednesday lunchtimes. Music Tech club to gain deeper familiarisation with software and to further explore extended use of software; Focus on Sound
Key Assessment: <ul style="list-style-type: none"> Y10 Mocks: 3rd - 14th June 2024 		



MARLING
SCHOOL

Drama

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
Component 1: <ul style="list-style-type: none"> Practitioner 1: Stanislavski Practitioner 2: Brecht <p><i>For both practitioners, context and practical techniques are covered.</i></p>	Component 1: <ul style="list-style-type: none"> Elements of practitioners introduced in Year 9 Drama 	Component 1: <ul style="list-style-type: none"> Year 9 Drama booklets
Component 3: <ul style="list-style-type: none"> Live Theatre Review 	Component 3: <ul style="list-style-type: none"> Key Drama terminology 	Component 3: <ul style="list-style-type: none"> GCSE Drama glossary: https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE_Drama_glossary.pdf
Key Assessment: Component 3: Live Theatre Review (15 mark essay)		

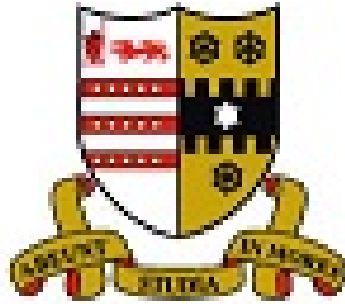
New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
<p>Component 1:</p> <ul style="list-style-type: none"> Practitioner 3: Theatre in Education Practitioner 4: Splendid Productions <p><i>For both practitioners, context and practical techniques are covered.</i></p>	<p>Component 1:</p> <ul style="list-style-type: none"> Practitioner 1: Stanislavski Practitioner 2: Brecht 	<p>Component 1:</p> <ul style="list-style-type: none"> Google Classroom: Resources on practitioners (incl. Lesson PowerPoints) Websites/Videos: <ul style="list-style-type: none"> Digital Theatre Plus (login details on Google Classroom), search for the practitioners and find relevant videos BBC Bitesize Brecht: https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1 Stanislavski: https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1 Revision Books: WJEC/Eduqas GCSE Drama Study & Revision Guide https://www.amazon.co.uk/Eduqas-Drama-Study-Revision-Guide/dp/1912820277/ref=sr_1_4?crd=345FW63TECDTP&keywords=gcse+drama+practitioners&qid=1702637502&srefix=gcse+drama+practitioners%2Caps%2C65&sr=8-4
<p>Component 3:</p> <p>N/A</p>	<p>Component 3:</p> <ul style="list-style-type: none"> Live Theatre Review 	<p>Component 3:</p> <ul style="list-style-type: none"> Google Classroom: Live Theatre Review resources (incl. Writing frame, exemplar answers, practice questions) Websites: BBC Bitesize: Live Theatre Evaluation - Eduqas https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/3 Revision Books:

		<p>GCSE: Live Theatre Evaluation</p> <p>https://www.amazon.co.uk/GCSE-Drama-Live-Theatre-Evaluation/dp/1912820978/ref=sr_1_1?crid=1N3NOH73TO8S1&keywords=live+theatre+review+gcse+drama&qid=1702637369&srefix=live+theatre+review+gcse+drama%2Caps%2C75&sr=8-1</p>
<p>Key Assessment:</p> <p>Component 3: Live Theatre Review (15 mark essay)</p>		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Component 1: N/A	Component 1: <ul style="list-style-type: none"> Practitioner 3: Theatre in Education Practitioner 4: Splendid Productions 	Component 1: <ul style="list-style-type: none"> Google Classroom: Resources on practitioners (incl. Lesson PowerPoints) Websites/Videos: <ul style="list-style-type: none"> Digital Theatre Plus (login details on Google Classroom), search for the practitioners and find relevant videos BBC Bitesize - TIE: https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/1 Splendid Productions: https://splendidproductions.co.uk/ Revision Books: WJEC/Eduqas GCSE Drama Study & Revision Guide https://www.amazon.co.uk/Eduqas-Drama-Study-Revision-Guide/dp/1912820277/ref=sr_1_4?crid=345FW63TECDTP&keywords=gcse+drama+practitioners&qid=1702637502&srefix=gcse+drama+practitioners%2Caps%2C65&sr=8-4
Component 3: <ul style="list-style-type: none"> 'Noughts & Crosses' by Sabrina Mahfouz 	Component 3: <ul style="list-style-type: none"> Live Theatre Review 	Component 3: <ul style="list-style-type: none"> Google Classroom: Live Theatre Review resources (incl. Writing frame, exemplar answers, practice questions) Websites: BBC Bitesize: Live Theatre Evaluation - Eduqas https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/3 Revision Books: GCSE: Live Theatre Evaluation

		https://www.amazon.co.uk/GCSE-Drama-Live-Theatre-Evaluation/dp/1912820978/ref=sr_1_1?crid=1N3NOH73TO8S1&keywords=live+theatre+review+gcse+drama&qid=1702637369&srefix=live+theatre+review+gcse+drama%2Caps%2C75&sr=8-1
<p>Key Assessment:</p> <p>Component 1: Mock devising (15 mark performance)</p> <p>Component 3: variety of practice questions on 'Noughts & Crosses'</p> <p>Component 3: Live Theatre Review (15 mark essay)</p>		

Introduced	New Content	Recommended review of prior content	Recommended resources or strategies to support review
Component 2:			
<ul style="list-style-type: none"> Performing from a script 	<ul style="list-style-type: none"> All Drama skills and techniques covered throughout the year. 	<ul style="list-style-type: none"> All resources listed previously. 	
Component 3:			
<ul style="list-style-type: none"> 'Noughts & Crosses' by Sabrina Mahfouz 	<ul style="list-style-type: none"> 'Noughts & Crosses' by Sabrina Mahfouz 	<ul style="list-style-type: none"> Google Classroom: electronic copy of 'N&O' study booklet with context, writing frames, exemplar questions and responses, etc. Revision Books: WJEC/Eduqas GCSE Drama Study & Revision Guide https://www.amazon.co.uk/Eduqas-Drama-Study-Revision-Guide/dp/1912820277/ref=sr_1_4?crid=345FW63TECDTP&keywords=gcse+drama+practitioners&qid=1702637502&sprefix=gcse+drama+practitioners%2Caps%2C65&sr=8-4 	
Key Assessment: Component 2: performing an extract from 'Noughts & Crosses' MOCK: full Component 3 paper (Section A 'Noughts & Crosses'; Section B Live Theatre Review)			



MARLING
SCHOOL

History

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p><u>Key topic 1: Medicine 1250 - 1500</u></p> <ul style="list-style-type: none"> • Supernatural and religious explanations of the cause of disease. • Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen. • Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. • New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. • Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent spread. 	<ul style="list-style-type: none"> • Review KS3 skills on sources of “follow up” and “Inferring” from source questions. 	<ul style="list-style-type: none"> • Start Blood and Guts book and keep pace with the corresponding chapters to the content and the review questions on google classroom to expand your knowledge. • Use the videos on google classroom to refresh your knowledge. • Take the opportunity to create revision cards for each period as you go along for the key content of ideas, preventions and treatments of disease.
<p><u>Key Topic 2: Medicine 1500 - 1700</u></p> <ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of 	<ul style="list-style-type: none"> • Best revision booklets available on Amazon: Skill coverage and content - https://www.amazon.co.uk/My-Revision-N 	<p>Best revision booklets available on Amazon: Content coverage - https://www.amazon.co.uk/Edexcel-History-Medicine-Revision-Workbook/dp/1292169729/ref=sr_1_5?crid=1J7FSJ5QUPRO7&keywords=medicine+through+time+edexcel&qid=1702323888&srefix=medicine+through+time+edexcel%2Caps%2C174&sr=8-5</p>

<p>ideas.</p> <ul style="list-style-type: none"> • Continuity in approaches to prevention, treatment and care in the community and in hospitals. • Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius. • Key individual: William Harvey and the discovery of the circulation of the blood. • Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. 	<p>otes-Medicine-c1250-present/dp/1510403213/ref=sr_1_12?crid=1J7FSJ5QUPR07&keywords=medicine+through+time+edexcel&qid=1702323888&srefix=medicine+through+time+edexcel%2Caps%2C174&sr=8-12</p>	
<p>Key Assessments: 1 set of the three key skills of:</p> <p>4M Explain the difference/similarity between two time periods. 12M Explain why continuity/change. 16M “How far do you agree” style question across two time periods.</p>		

Term 2- Medicine Through Time 1700 - Present Day

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
<p><u>Key Topic 3: Medicine 1700 - 1900</u></p> <ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. • The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. • New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). • Key individual: Jenner and the development of vaccination. • Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump. 	<ul style="list-style-type: none"> • To review the continuity and change between periods using sheets provided in lessons. • Use skills sheets in the back of the textbook and provided in class to practice the skills from the previous term in preparation for the End of Topic Test. 	<ul style="list-style-type: none"> • Sporcle online quizzes are a good review of each of the periods covered to help review your knowledge.
<p><u>Key Topic 4: Medicine 1900 - Present Day</u></p> <ul style="list-style-type: none"> • Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. • Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. • The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and 	<ul style="list-style-type: none"> • Review the ideas, preventions and treatments across the whole period and when there was continuity and change between them. • Take the opportunity to create revision cards for each period. 	<ul style="list-style-type: none"> • Complete the Blood and Guts book and keep pace with the corresponding chapters to the content and the review questions on google classroom to expand your knowledge. • Use the skills reviews at the end of the Medicine Through Time textbook as practice for your skills. Don't write out in full but check for the planning for the 16M and 12M questions.

antibiotics; high-tech medical and surgical treatment in hospitals. • New approaches to prevention: mass vaccinations and government lifestyle campaigns. • Key individuals: Fleming, Florey and Chain's development of penicillin. • The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.		
<p>Key Assessments: 1 set of the three key skills of:</p> <p>4M Explain the difference/similarity between two time periods. 12M Explain why continuity/change. 16M "How far do you agree" style question across two time periods.</p> <p>End of Topic Test on all Term1 and 2 content.</p>		

Term 3 - Medicine Through Time World War One Focus

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
<p><u>Key Topic 5: World War One Medicine</u></p> <ul style="list-style-type: none"> • The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. • Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. • The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. 	<ul style="list-style-type: none"> • Make sure that you are aware of the main battle covered and when they happen as this will help you with your source questions. • Make sure that you are aware of the key stations of support for soldiers in the trench lines. 	<ul style="list-style-type: none"> • Create a timeline of the main battles and when they happened and the technology advance that was involved, along with the casualties. • Create a diagram poster from the front line to the base hospitals and the ports to show where and what type of support soldiers would receive at these points. Good video links for extra information: The Somme https://www.youtube.com/watch?v=XqvALkpsfRo Technology of War: https://www.youtube.com/watch?v=sD3RtCcfUNl

<ul style="list-style-type: none"> • The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood. • Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles. • Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. • Recognition of the strengths and weaknesses of different types of source for specific enquiries. • Framing of questions relevant to the pursuit of a specific enquiry. • Selection of appropriate sources for specific investigations. 		
<p><u>Key Assessments:</u> 1 set of the three key skills of:</p> <p>4M Describe question. 8M Usefulness of a source question. 4M "Follow up source" style question. End of Topic Test on all Term 3 content.</p>		

Yr10

History

Term 4- Early Elizabethan England 1558 - 1588

New Content Introduced	Recommended review of prior content.	Recommended resources or strategies to support review.
<p><u>Key topic 1: Queen, government and religion, 1558–69</u></p> <ul style="list-style-type: none"> • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. • Religious divisions in England in 1558. • Elizabeth's religious settlement (1559): its features and impact. • The Church of England: its role in society • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69. 	<ul style="list-style-type: none"> • Check to make sure that your books on Medicine have all the resources correctly stored with all revision resources with it. 	<ul style="list-style-type: none"> • Start the "Dangerous Days" book and keep up the content over the two terms with the questions on your google classroom to help develop your understanding.
<p><u>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</u></p> <ul style="list-style-type: none"> • The reasons for, and significance of, the Revolt of the Northern Ears, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots' execution in 1587. 	<ul style="list-style-type: none"> • Take the opportunity to create revision cards for the first and second phase of Elizabeth so far, or there are some available here: https://www.amazon.co.uk/Pe arson-Edexcel-Elizabethan-Re vision-Workbook/dp/1292257377/ref=sr_1_3?crid=38J32PB 	<ul style="list-style-type: none"> • Watch the Cate Blanchet Elizabeth films when age appropriate.

<ul style="list-style-type: none"> • Political and religious rivalry. • Commercial rivalry. <p>The Americas, privateering and the significance of the activities of Drake.</p> <ul style="list-style-type: none"> • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. • Spanish invasion plans. Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory. 	U51KTT&keywords=elizabeth+edexcel+revision&qid=1702329139&sprefix=elizabeth+edexcel+revision%2Caps%2C103&sr=8-3	
<p>Key Assessment: 1 set of the three key skills of:</p> <p>4M describe an event 12M Explain why continuity/change. 16M "How far do you agree" style question across two time periods.</p>		

Yr10

History

Term 5 - Early Elizabethan England 1558 - 1588



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SCHOOL

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
<p><u>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</u></p> <ul style="list-style-type: none"> • Education in the home, schools and universities. • Sport, pastimes and the theatre. • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor. • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake's circumnavigation of the globe. • The significance of Raleigh and the attempted colonisation of Virginia. • Reasons for the failure of Virginia. 	<ul style="list-style-type: none"> • Use skills sheets in the back of the textbook and provided in class to practice the skills from the previous term in preparation for the End of Topic Test. • Take the time to plan out answers to the 12M and 16M questions to check your understanding and revision. Each should take 3 mins to plan out three factors and for the 16M to put them in order of importance for the "How Far Do You Agree" question. 	<ul style="list-style-type: none"> • Good videos that cover the period for extra information: https://www.youtube.com/watch?v=gfWrumlL0mQ https://www.youtube.com/watch?v=kMPX4q0xxmY • Best revision booklets available on Amazon: Skill coverage and content - https://www.amazon.co.uk/My-Revision-Notes-Edexcel-Elizabethan/dp/1510403248/ref=sr_1_1?crid=POF7IRQGJ7FL&keywords=elizabeth+1+edexcel+revision&qid=1702326278&srefix=elizabeth+1+edexcel+revision%2Caps%2C220&sr=8-1 • Best revision booklets available on Amazon: Content coverage - https://www.amazon.co.uk/History-Elizabethan-c1568-1603-Revision-Workbook/dp/129220480X/ref=sr_1_16?crid=POF7IRQGJ7FL&keywords=elizabeth+1+edexcel+revision&qid=1702326278&srefix=elizabeth+1+edexcel+revision%2Caps%2C220&sr=8-16
<p>Key Assessment: Key Assessment: 1 set of the three key skills of:</p> <p>4M describe an event 12M Explain why continuity/change. 16M "How far do you agree" style question across two time periods.</p>		

Prepare for Mock exam on this topic

Yr10

History

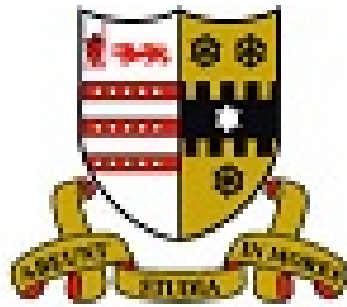
Term 6 - Weimar and Nazi Germany 1918 - 1939



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New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
<p><u>Key topic 1: The Weimar Republic 1918–29</u></p> <ul style="list-style-type: none"> • The origins of the Republic, 1918–19 • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. • Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. • Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. • The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. • Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema. 	<ul style="list-style-type: none"> • Check to make sure that your books on Elizabeth have all the resources correctly stored with all revision resources with it. • Make a timeline of the major events of Weimar Germany 1918 - 1933 on a sheet of A3 paper/back of your exercise book in one colour. 	<p>Start the book The Book Thief and use the questions on your google classroom to keep up with the content covered.</p>

<p><u>Key topic 2: Hitler's rise to power, 1919–33</u></p> <ul style="list-style-type: none"> • Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. • The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 	<ul style="list-style-type: none"> • Revision cards of the content available here: https://www.amazon.co.uk/Revise-Edexcel-GCSE-9-1-History/dp/1292257415/ref=sr_1_8?crid=POF7IRQGJ7FL&keywords=elizabeth+1+edexcel+revision&qid=1702326278&srefix=elizabeth+1+edexcel+revision%2Caps%2C20&sr=8-8 • Continue the timeline of the major events for the Nazi's 1918 - 1933 on the same sheet of A3 paper/back of your exercise book in a different colour. 	<ul style="list-style-type: none"> • Check out "Hitler: The Rise of Evil on the link here - https://www.youtube.com/watch?v=opchif3yzQk • Good quiz on Sporcle here: https://www.sporcle.com/games/jessehsmith/weimar-germany-true-or-false-2
<p>Key Assessment: 1 set of the three key skills of:</p> <p>4M Infer from a source 12M Explain why continuity/change. 8M "Usefulness of a source" style question 4M What's the main difference between the two interpretations? 4M What's the main reason for the difference between the two interpretations? 16M Two interpretations essay.</p>		



MARLING
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GCSE PE

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review (inc extra-curricular opportunities)
The structure and functions of the cardio-respiratory system		Brainscape GCSE PE Textbooks Resources found via Google classroom: auevdzi RAG End of Topic Revision Mind map
Coursework		Working on Section A of coursework. AQA GCSE PE Coursework Google classroom (marking grids and examples)
Key Assessment: 5 a day, Brainscape and End of topic test.		

Yr10
Term 4

PE

Recommended resources or strategies to support review		
New Content Introduced	Recommended review of prior content	
Anaerobic and aerobic exercise		Brainscape GCSE PE Textbooks Resources found via Google classroom: auevdzi RAG End of Topic Revision Mind map
The short and long term effects of exercise		Brainscape GCSE PE Textbooks Resources found via Google classroom: auevdzi RAG End of Topic Revision Mind map
Coursework		Working on Section A of coursework. AQA GCSE PE Coursework Google classroom (marking grids and examples)
Key Assessment: 5 a day, Brainscape and End of topic test.		

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Movement Analysis		Brainscape GCSE PE Textbooks Resources found via Google classroom: auevdzi RAG End of Topic Revision Mind map
Coursework		Working on Section A of coursework. AQA GCSE PE Coursework Google classroom (marking grids and examples)
Key Assessment: 5 a day, Brainscape and End of topic test.		



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Term 6

PE

New Content Introduced	Recommended review of prior content	Recommended resources or strategies to support review
Revision of Paper 1 Exam Techniques		Brainscape GCSE PE Textbooks Resources found via Google classroom: auevdzi Past papers
Key Assessment: MOCK EXAM		