**Revision Planning 2022**

**How to create a Revision Timetable…and STICK to it!**



Name:



You must do something with the information, otherwise your time is wasted!

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| **English** | **Maths** | **Geography** | **History** | **Computing** |
| Component 1 Language Fiction Reading Section A | Mathswatch Assignments – complete fortnightly assignments | The changing landscapes of the UK | USA – 1920s People and the Boom | Systems architecture (Comp 1) |
| Component 2 Language Non-fiction Reading section A | River landscapes and processes | USA– 1930s Depression and the New Deal | Memory and storage (Comp 1) |
| Comp 1 Sect B - Creative prose writing - story | Past Paper booklets – work through them | Glaciated upland landscapes and processes | USA– Post-war America | Computer networks, connections and  protocols (Comp 1) |
| Comp 2 Sect B Transactional writing –, articles, formal letters | Weather hazards and climate change | Conflict and Tension – Treaty of Versailles | Network security (Comp 1) |
|  | Hegarty Maths – complete outstanding tasks, Memri or Fix Up 5 | Ecosystems, biodiversity and management | Conflict and Tension – League of Nations | Systems software (Comp 1) |
|  | Changing cities | Conflict and Tension – Causes of WWII | Ethical, legal, cultural and environmental  impacts of digital technology (Comp 1) |
|  | Revision workbooks – work through them | Resource management | Elizabethan England – Elizabeth & government | Algorithms (Comp 2) |
|  | Mock AFL – follow up on weakest topics | Energy resource management | Elizabethan England – Life in Elizabethan times | Programming fundamentals (Comp 2) |
|  | Cities fieldwork – Theory | Elizabethan England – troubles home & abroad | Producing robust programs (Comp 2) |
| Flashcards – revise topics and use the QR code to access practice questions | Rivers fieldwork - Theory | Elizabethan England – the 16 mark question – Burghley’s Almshouses | Boolean logic (Comp 2) |
|  | Individual revision – tutoring, websites, exercise books, alternative resources | UK Challenge |  | Programming languages and Integrated  Development Environments (Comp 2) |
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| **Biology**  **SET YT & ZT** | **Chemistry**  **Set YT & ZT** | **Physics**  **Set YT & ZT** | **Combined Science** | **Combined Science**  **(Cont)** | **ART -**  **What should be in my sketch book** |
| Cell biology | Atomic structure and the periodic table | Energy | B1 Cell biology | C7 Organic chemistry | Title page |
| Organisation | Bonding, structure, properties of matter | Electricity | B2 Organisation | C8 Chemical analysis | Mood board |
| Infection and response | Quantitative chemistry | Particle model of matter | B3 Infection and response | C9 Chemistry of the atmosphere | Mind maps |
| Bioenergetics | Chemical changes | Atomic structure | B4 Bioenergetics | C10 Using resources | Artist #1 |
| Homeostasis & response | Energy changes | Forces | B5 Homeostasis & response | P1 Energy | Artist #2 |
| Inheritance, variation and evolution | The rate and extent of chemical change | Waves | B6 Inheritance, variation and evolution | P2 Electricity | Artist #3 |
| Ecology | Organic chemistry | Magnetism and electromagnetism | B7 Ecology | P3 Particle model of matter | Double page of lines drawings |
|  | Chemical analysis | Space (phys only) | C1 Atomic structure and periodic table | P4 Atomic structure | Double page of tonal studies |
|  | Chemistry of the atmosphere |  | C2 Bonding, structure, and properties of matter | P5 Forces | Double page of colour studies |
|  | Using resources |  | C3 Quantitative chemistry | P6 Waves | A still life group- full page |
|  |  |  | C4 Chemical changes | P7 Magnetism and electromagnetism | Compositions sketches |
|  |  |  | C5 Energy changes |  | Final design and colour notes |
|  |  |  | C6 The rate and extent of chemical change |  |  |

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| **PE** | | **Drama** | **RE** | **Food Preparation and Nutrition** |
| **Applied Anatomy and physiology**  Skeletal system  Muscular system  Cardiovascular system | **Respiratory system**  **Aerobic and anaerobic exercise**  Short- and long-term effects of exercise | **Prepare and finish their performances for 2nd March for devised performance (worth 40% of the final grade)** | **Christian Beliefs**  *TRINITY, CREATION, INCARNATION AND PROBLEMS OF EVIL AND SUFFERING AND* | **Food commodities** – starchy foods and animal protein foods.  Origins, value in the diet, storage and working characteristics |
| **Movement Analysis**  Lever systems | Planes and axes of rotation | **Complete and submit 2,500 word devising log (which we are completing in school from 2nd February-end of March)** | **Living the Christian Life**  *SACRAMENTS, PRAYER, RELIGIOUS CELEBRATIONS AND THE CHURCH WORLDWIDE* | **Principles of Nutrition**  Macro and micronutrients  For protein – essential amino acids, specific function, main sources, dietary reference values, consequences of malnutrition, complementary actions |
| **Physical Training**  Components of fitness  Fitness tests | **Principles of training**  Prevention of injury | **Revise and learn their live theatre review focusing on two actors in two to three scenes, and one actor in three scenes.** | **Marriage and the Family (Christianity) – Full Unit** | **Food Science** – why we cook food, heat transference, raising agents and use of microorganisms |
| **Health, fitness and well-being**  Physical, social and emotional health | **Diet and nutrition**  **Hydration** | **Revise and learn all staging (in the round, promenade, end on etc), positions of stage and the roles and responsibilities in a theatre.** | **Matters of Life and Death (Christianity) – Full Unit** | **Diet and Good Health** - energy requirements of individuals and balanced diets, including life stages, specific dietary needs and lifestyle factors.  Energy and nutritional needs – how to calculate, individual needs throughout life, how to change diets understand and apply the principle of energy balance |
| **Sports psychology**  Characteristics of skilful movement  Classification of skills | **Goal setting**  Mental preparation  Types of guidance  Types of feedback | **Revise and secure how they would use their physical and vocal skills to play Linda, Mickey, Edward, Mrs Lyons, Mrs Johnstone and Sammy throughout the play (Blood Brothers)** | **Muslim Beliefs**  *THE 5 ROOTS, THE NATURE OF ALLAH, RISALAH AND AL-QADR* | **The Science of Food** – the effect of cooking on food. Why food is cooked heat transfer, selecting appropriate cooking methods, why things go wrong and how to remedy  Food Spoilage – hoe to store, importance of date marks, growth conditions, signs of spoilage, cross-contamination |
| **Socio-cultural influences**  Physical activity and sport in the UK  Participation in physical activity and sport | **Commercialisation of sport**  Ethics in sport  Drugs in sport  Violence in sport | **Revise and secure the language of set design** | **Living the Muslim Life**  *SHAHADAH, SALAH, SAWN AND CELEBRATIONS* | **Where food comes –** provenance and manufacture, including food miles, carbon footprint, local foods. Primary and secondary processing |
| **Revise and secure the language of costume design** | **Cooking and Food Preparation** – factors that affect food choice and how to make informed food choices |
|  | | **Revise and secure the language of lighting** | **Crime and Punishment (Islam)** |  |
|  | | **Revise and secure the language of puppets** | **Peace and Conflict (Islam)** |  |
| **Revise and secure the language of sound design.** |  |
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| **French** | **German** | **Music** |
| **Theme 1 - Identity and culture:**  Me, my family and friends | **Theme 1 – Identity and culture:**  Me, my family and friends / relationships with family & friends / marriage & partnership | **Western Classical Tradition 1650-1910 –**  Coronation Anthems and Oratorios  Orchestral music of Haydn, Mozart and Beethoven |
| **Theme 1 - Identity and culture**  Technology in everyday life  Food and drink (taken from free-time activities) | **Theme 1 – Identity and culture:**  Food & eating out  Technology in everyday life / social media / mobile technology | **Western Classical Tradition 1650-1910 –**  Piano music of Chopin and Schuman  The requiem of the late romantic period |
| **Theme 1 - Identity and culture**  Free time activities | **Theme 1 – Identity and culture:**  Free time activities (music / cinema / TV / sport) | **Popular Music –**  The music of Broadway 1950-1990  Rock music of the 1960 – 1970s |
| **Theme 1 - Identity and culture**  Customs and festivals | **Theme 1 – Identity and culture:**  customs & festivals  **Theme 2 – Local, national, international & global areas of interest**:  Transport | **Popular Music –**  Film and computer gaming music from 1990 to present day  Popular music from 1990 to present day |
| **Theme 2 - Local, national, international and global areas of interest**  Clothes (taken from Home, town, neighbourhood and region) | **Theme 2 – Local, national, international & global areas of interest**:  Travel & tourism, including weather & climate | **Traditional Music –**  Blues Music 1920-1950  Fusion music incorporating African and Caribbean |
| **Theme 2 - Local, national, international and global areas of interest**  Home, town, neighbourhood and region | **Theme 2 – Local, national, international & global areas of interest:**  Home, town, neighbourhood & region | **Traditional Music –**  Contemporary Latin Music  Contemporary folk music of the British Isles |
| **Theme 2 - Local, national, international and global areas of interest**  Travel & tourism | **Theme 2 – Local, national, international & global areas of interest:**  Global issues  Social issues | **Western Classical since 1910 –**  The orchestral music of Aaron Copland  British music of Arnold, Britten, Maxwell Davis and Tavener |
| **Theme 2 - Local, national, international and global areas of interest**  Social issues  Global issues  Weather (taken from General vocabulary) | **Theme 3 – Current and future study and employment**  My studies / life at school | **Western Classical since 1910 -**  The music of Zoltan Kodaly and Bela Bartok  Minimalist music of John Adams, Steve Reich and Terry Riley |
| **Theme 3 - Current and future study and employment**  My studies & life at school and college | **Theme 3 – Current and future study and employment**  Education post-16  Jobs, career choices & ambitions | **Elements –**  Dynamics, tonality, texture, sonority, melody, harmony, structure |
| **Theme 3 - Current and future study and employment**  Education post 16 / Jobs, career choices and ambitions | AVOCADOS structures for the writing examination | Mozart’s Clarinet Concerto |
| AVOCADOS structures for the writing examination |  | Little Shop of Horrors |

**Then you need to break subjects into smaller topics/units as per example started below:**

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| **What I need to revise:** | **Shakespeare** | **Blood Brothers** | **A Christmas Carol** | **Poetry Anthology** | **Unseen Poetry** | **Component 1 Reading** | **Component 2 Reading** | **Writing** |
| **1. Characters -** | **1. Mickey** | **1.Context** | **1. Themes and links** | **Sample poems** | **1. The ‘How’ Question** | **1. The ‘How’ Question** | **1. Story** |
| **2.** | **2. Edward** | **2.Scrooge** | **2. Conflict**  **Mametz Wood** | **Past papers** | **2. What impressions question** | **2. What impressions question** | **2. Speech** |
| **3.** | **3. Mrs Johnstone** | **3. Ghosts** | **3. Manhunt** |  | **3. The mood and setting question** | **3. Compare and contrast question** | **3. Report** |
| **4** | **4 Mrs Lyons** | **4. The Cratchits, Tiny Tim, Bob** | **4. Ozymandias** |  | **4. How does the writer build tension question** | **4. Thoughts and feelings question** | **4. Review** |
| **5 Themes** | **5 Linda and Mr Lyons** | **5 Fred** | **5. A Wife in London** |  |  |  | **5. Letter informal** |
| **6** | **6 Narrator** | **6. Other characters** | **6. Dulce et Dec Est** |  |  |  | **6. Letter - formal** |
| **7.** | **7 Themes** | **7. Themes – poverty, supernatural,** | **7. London** |  |  |  | **7. Article** |
| **8 Essay** | **8 Songs** | **8. Exploding essay question** | **8. The Soldier** |  |  |  |  |
| **9 Extract question** | **9 Exploding essay question** |  | **9. Nature Death of a Naturalist** |  |  |  |  |
| **10. Exploding essay question** |  |  | **10. Hawk Roosting** |  |  |  |  |
|  |  |  | **11. To Autumn** |  |  |  |  |
|  |  |  | **12. The Prelude** |  |  |  |  |
|  |  |  | **13. Imperceptibly as Grief** |  |  |  |  |
|  |  |  | **14. Valentine** |  |  |  |  |
|  |  |  | **15. She Walks in Beauty** |  |  |  |  |
|  |  |  | **16. Sonnet 43** |  |  |  |  |
|  |  |  | **17. Cozy Apologia** |  |  |  |  |
|  |  |  |  | **18. Living Space** |  |  |  |  |

Plot what you need to do weekly. **Example below**. My Revision Planner:

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| **Time:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **9am-10am** | **School** | **School** | **School** | **School** | **School** |  |  |
| **10am-11am** | **School** | **School** | **School** | **School** | **School** | **Spanish Module 5 – Ciudades – local area** |  |
| **11am-12pm** | **School** | **School** | **School** | **School** | **School** |  | **Revision for English flashcards Living Space** |
| **12pm - 1pm** | **School** | **School** | **School** | **School** | **School** | **My Maths** | **Geog revision Weather hazards and climate change** |
| **1pm-2pm** | **School** | **School** | **School** | **School** | **School** | **Physics**  Energy |  |
| **2pm-3pm** | **School** | **School** | **School** | **School** |  |  |  |
| **3pm-4pm** |  | **English after school** | **Maths Revision after school** | **Science after school** |  | **Revision English flashcards London** |  |
| **4pm-5pm** | **RE revision – 30 mins**  **Geog revision - 30 mins Weather hazards and climate change** |  |  |  | **Night off!** |  | **RE revision 30 mins** |
| **5pm-6pm** | **My Maths** | **PE - Health, fitness & well-being** | Any homework | Any homework | **Maths booklet** |
| **6pm-7pm** |  | Any homework | **Computing -Secondary Storage (Comp 1)** | **Poetry – poetry question 20 mins Prelude** |  | Any homework |
| **7pm-8pm** | **Biology B1 Cells** |  |  |  |  |  |
| **8pm-9pm** |  |  |  |  |  |  |

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| **1pm-2pm** |  |  |  |  |  |  |  |
| **2pm-3pm** |  |  |  |  |  |  |  |
| **3pm-4pm** |  |  |  |  |  |  |  |
| **4pm-5pm** |  |  |  |  |  |  |  |
| **5pm-6pm** |  |  |  |  |  |  |  |
| **6pm-7pm** |  |  |  |  |  |  |  |
| **7pm-8pm** |  |  |  |  |  |  |  |
| **8pm-9pm** |  |  |  |  |  |  |  |

My Revision Planner:

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| **Time:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **9am-10am** |  |  |  |  |  |  |  |
| **10am-11am** |  |  |  |  |  |  |  |
| **11am-12pm** |  |  |  |  |  |  |  |
| **12pm - 1pm** |  |  |  |  |  |  |  |
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| **7pm-8pm** |  |  |  |  |  |  |  |
| **8pm-9pm** |  |  |  |  |  |  |  |

My Revision Planner:

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| **Time:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **9am-10am** |  |  |  |  |  |  |  |
| **10am-11am** |  |  |  |  |  |  |  |
| **11am-12pm** |  |  |  |  |  |  |  |
| **12pm - 1pm** |  |  |  |  |  |  |  |
| **1pm-2pm** |  |  |  |  |  |  |  |
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