



The Ferrers
School

Year 11

Subject Information Booklet

Class of 2026



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‘The starting point of all achievement is desire’

Napolean Hill

Dear Parent/Carer,

We are pleased to invite you into The Ferrers School on Thursday 6th November for our Sixth Form open evening.

We are sure you will agree that Year 11 is a crucially important stepping-stone for your child. With this in mind, we want to empower you with the knowledge of what to expect this year, with the intention of maximising your child’s attainment at the end of Year 11 and providing you with the necessary information to make a smooth transition into Sixth Form studies.

Within this booklet you will find a detailed overview for each subject. You will see the topics studied at each stage throughout the year, support available for your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have informed learning conversations with your child. There is also a section on revision with tips on how to revise, when it is most productive and how to be more successful in their revision.

If you have further questions, or require further detail on each course, please contact your child’s tutor or class teacher in the first instance. Alternatively, contact the Curriculum Leader for the subject who can redirect your queries on to the relevant teacher. You can find full contact details for the relevant members of staff on page 35.

Thank you for taking the time to read this information. I look forward to celebrating our student’s achievements with parents or carers and staff across the next academic year and beyond.

Yours sincerely

Mrs M. Garrod
Assistant Principal for Achievement and Progress

Ways in which you can support your child through Year 11 and into Year 12 and 13

"Education is a team endeavor," says teacher Carolyn Wakefield. "The teachers, parents, students and community are all members of this team. If one member is not involved, the student's education will suffer."

Even if you're already an involved and supportive parent, here are some ways to increase your child's learning potential.

1. Read, read, read

Overwhelmingly, teachers agree that one of the most important things you can do to help your child succeed at school is to instill in them a love of reading. Reading is key to a child's success in school, not just for English Language and English Literature GCSEs.

2. Use everyday experiences as teaching opportunities

Melissa Macauley points out that daily routines and situations can be practical learning opportunities. She says, "Encourage your child to ask the question 'Why?' Don't give your child the answers; help work through the question with them."

If you're unsure how to create learning opportunities from your daily routine, don't hesitate to ask your child's teacher for tips. "Teachers are *full* of ideas and tricks to help their students in the classroom. If parents were to utilise the same methods at home, during car rides, waiting in doctors' offices, then that would be double, triple, the reinforcement for the child," says Tessa Hobbs.

3. Know what your child is studying at school

Look at their exercise book, ask them what they've been discussing at school, flip through their textbooks and talk to their teachers.

You can find the curriculum maps for each of your child's subjects on our website. The following pages of this booklet will give you information on what your child is studying in the coming year with suggestions of useful resources and websites.

4. Don't just look for 9's

Encourage your child to do their best but be willing to accept that their best might not always translate into a 9 . . . and that's okay. Marissa Burt says, "In a success-driven, standardised testing educational culture, I think this letting go and appreciating the uniqueness of every child is difficult for parents to achieve." Not everything will come naturally to your child so seek to develop a thirst for learning and inquisitive nature that leads to them fulfilling their potential in all that they do.

5. Take care of the basics

Make sure your child has enough sleep, nutritious food, good hygiene and regular medical care. There is valid research that concludes that children who eat a healthy breakfast before school experience enhanced academic performance, concentration and cognitive functioning.

6. Talk to your child's teacher regularly

Engage in open pro-active conversations with your child's teacher. Schedule a time that works for *both* of you and attend parents evening whenever possible.

7. What's your child's motivation?

Empower your child to make the right choices *not* out of fear of punishment, but because they see the value of doing their best. Marissa Burt says, ". . . the trick becomes teaching children to want to *choose* the good versus forcing them to choose the good out of fear of punishment or disappointment. I think this serves children well in school and also later in life because it fosters an appetite for excellence in every endeavour. Instead of studying to earn a grade or please a parent, a student studies to the best of their ability in order to learn or grow as a person, to steward their intellect and to contribute meaningfully to others around them."

8. Allow your child to succeed – and fail – on their own

It can be tempting to take control of your child's schoolwork, but don't underestimate the power of consequences. Carolyn Wakefield says, "The most successful students are those who learn to be responsible, dependable and organised through trial and error." Sometimes the best life lessons come from failures or learning how *not* to do something. When parents, in essence, do their child's work for them, "they are denying the student the practice that they need, the responsibility of taking care of a piece of homework and the satisfaction that comes with completing the set task," says Pamela Whitlock.

9. Practice discipline and respect at home

Some parents look to their child's school to handle discipline, but discipline is something that needs to be reinforced foremost in the home. Tessa Hobbs says, "If children are not required to act a certain way at home, then they are most likely not going to act that way when they walk into a classroom."

Also, make sure respect is something you talk about and display at home. Beth Terry Merchant pointed out that sometimes students don't display respect at school because they don't respect themselves or don't feel respected at home.

10. Praise and encouragement

For a child to do well at school, he or she needs to believe in themselves no matter the challenges that school provides a student. Reiterate this message again and again.

Find out what your child is good at – even if it's not mathematics or science – and help them cultivate that interest. Be mindful that we should also look at specific areas that your child struggles with and take notice when the smallest of accomplishment has taken place. Let your child know you're proud of them.

Provisional Summer Examinations Timetable 2026

Week Beginning 4 th May 2026									
Monday 4 th May		Tuesday 5 th May		Wednesday 6 th May		Thursday 7 th May		Friday 8 th May	
								AM	PM
								Drama (1hr 30min)	
Week Beginning 11 th May 2026									
Monday 11 th May		Tuesday 12 th May		Wednesday 13 th May		Thursday 14 th May		Friday 15 th May	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
English Literature Paper 1 (1hr 45min)	Business Paper 1 (1hr 30min)		Biology (1hr 45min) Combined Science (1hr 15min)	Geography Paper 1 (1hr 30min)		Maths Paper 1 (1hr 30min)		History Paper 1 (1 hr 20 min)	
Week Beginning 18 th May 2026									
Monday 18 th May		Tuesday 19 th May		Wednesday 20 th May		Thursday 21 st May		Friday 22 nd May	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Chemistry (1hr 45min) Combined Science (1hr 15min)		English Literature Paper 2 (2hr 15min)		French Listening and Reading (1hr 20min / 1hr 45min)		English Language Paper 1 (1hr 45min)	Business Paper 2 (1hr 30min)	Physical Education (1hr 30min)	
HALF TERM 27 th -30 th May 2026									
Week Beginning 1 st June 2026									
Monday 1 st June		Tuesday 2 nd June		Wednesday 3 rd June		Thursday 4 th June		Friday 5 th June	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Physical Education (1hr 15min)		Physics (1hr45min) Combined Science (1hr15min)		Maths Paper 2 (1hr 30min)	Geography Paper 2 (1hr 30min)	History Paper 2 (1 hrs 50min)	French Writing (1hr / 1hr 15min)	English Language Paper 2 (1hr 45min)	
Week Beginning 8 th June 2026									
Monday 8 th June		Tuesday 9 th June		Wednesday 10 th June		Thursday 11 th June		Friday 12 th June	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Biology Paper 2 (1hr 45min) Combined Science (1hr 15min)	Further Maths Paper 1 (1hr45min)	Spanish Listening and Reading (1hr 20min / 1hr 45min)	History Paper 3 (1hr 30min)	Maths Paper 3 (1hr 30min)	Design Technology (2hrs)	Geography Paper 3 (1hr 30min)		Chemistry Paper 2 (1hr 45min) Combined Science (1hr 15min)	Dance (1hr 30min)
Week Beginning 15 th June 2026									
Monday 15 th June		Tuesday 16 th June		Wednesday 17 th June		Thursday 18 th June		Friday 19 th June	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Physics Paper 2 (1hr 45min) Combined Science (1hr 15min)	Further Maths Paper 2 (1hr45min)	Spanish Writing (1hr / 1hr 15min)							
Week Beginning 22 nd June 2026									
Monday 22 nd June		Tuesday 23 rd June		Wednesday 24 th June		Thursday 25 th June		Friday 26 th June	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
				Contingency Day					

English Language & Literature

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	English Language & English Literature
Assessment	100% Exam

TOPICS TO BE COMPLETED

Autumn	English Language Paper 1 Unseen Poetry
Spring	An Inspector Calls English Language Paper 2 Power & Conflict Poetry Revision
Summer	Literature Revision Language Revision

AVAILABLE

Websites	www.gcsepod.com / BBC Bitesize / YouTube / Mr Bruff's YouTube pages
Intervention	Session 6 for all on Monday 3:10-3:40pm

HOW PARENTS CAN SUPPORT

Homework	Monitoring the completion of regular homework tasks. Checking homework and challenging basic errors.
Reading	Non-fiction reading materials: newspaper articles, magazine articles – discussions around reading material. Fiction reading material: any! Get them reading regularly – if you are struggling for inspiration, send them in and we can recommend.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked. Pearson AQA English Language – reading. Pearson AQA English Language – writing. New GCSE English Language AQA Complete Revision & Practice with CGP RevisionHub: for exams from 2026 CGP Books Any Literature guide and workbook - A Christmas Carol, Macbeth, Conflict and Power poetry (AQA), An Inspector Calls. GCSE English Literature Macbeth: Revision Bundle CGP Books GCSE English Literature A Christmas Carol: Revision Bundle CGP Books GCSE English Literature An Inspector Calls: Revision Bundle CGP Books GCSE English AQA Poetry Guide - Worlds & Lives Anthology inc. Online Edition, Audio & Quizzes CGP Books We would also recommend every student has their own copy of the texts studied to annotate and revise from independently.
Exam Practice	Timed exam questions at home and in class. PPEs throughout the year.
Resources	Revision Guides will contain practice questions. YouTube Literature set texts and examples of how to answer Language questions.

Mathematics

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE Mathematics (8300)
Assessment	100% Exam

TOPICS TO BE COMPLETED

	Term 1		Term 2	
	Foundation	Higher	Foundation	Higher
Autumn	Algebra recap / Fractions, percentages and ratio recap / Real life graphs / Linear and quadratic graphs	Algebra recap / Fractions, percentages and ratio recap / Circle theorems / Statistics and sampling averages	Perimeter, area, volume / Circles / Accuracy and bounds / Transformations	Quadratic sequences, Vectors, Cumulative frequencies, Standard form
Spring	Revision based mock papers.	Revision based mock papers.	Revision based mock papers.	Revision based mock papers.
Summer	Personalised learning based on examination papers, PLCs and areas where students need additional support			

AVAILABLE

Websites	www.Sparxsmaths.uk / www.corbettmaths.co.uk / Bland Maths / JustMaths / MathsGenie / mathedup
Intervention	Intervention session 6 Wednesday 3:10-3:40pm

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Sparxs/ Past GCSE papers
Reading	CGP Revise Edexcel GCSE (9-1) Mathematics Revision Guide.
Revision Guide	100 Days To Go Revision Books - Corbettmaths GCSE Maths AQA Exam Practice Workbook: Higher - includes Video Solutions and Answers: for the 2026 and 2027 exams: Amazon.co.uk: CGP Books, Cgp, CGP Books: 9781782943945: Books GCSE Maths AQA Exam Practice Workbook: Foundation - includes Video Solutions and Answers: for the 2026 and 2027 exams: Amazon.co.uk: CGP Books, CGP Books: 9781782943907: Books

Science

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE Combined Science Trilogy/ Biology/ Chemistry/ Physics
Assessment	100% Exam

TOPICS TO BE COMPLETED*

	Term 1	Term 2
Autumn**	Co-ordination/ control, (B) Energy Changes (C), Forces (P)	Genetics(B), Hydrocarbons (C), Waves(P)
Spring**	Variation/ Evolution(B), Chemical analysis (C), Electromagnetism (P)	Variation(B), Atmosphere (C), Space (triple only) (P). Start revision
Summer	Final revision for exams	Exams

*Whilst Triple and Trilogy students cover the same topics (other than Space), the Triple topics have extra content.

**Please note the order may change depending on what teachers are teaching the group.

AVAILABLE

Websites	BBC Bitesize, Free Science lessons (YouTube channel) , Cognito (YouTube channel)
Intervention	Small group booster sessions. Staff are available after school on Thursday 3:10-3:40pm

HOW PARENTS CAN SUPPORT

Homework	Homework is provided through Tassomai, a platform which encourages students to complete their daily and weekly goals before answering questions on science topics.
Reading	Any scientific magazine is useful or articles. Encourage discussion when seeing any article.
Revision Guide/s	https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr47-new-gcse-combined-science-aqa-higher https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safr47-new-gcse-combined-science-aqa https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/bar47-new-gcse-biology-aqa-higher-revision https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/car47-new-gcse-chemistry-aqa-higher-revision https://www.cgpbooks.co.uk/secondary-books/gcse/science/physics/par49-new-gcse-physics-aqa-higher-revision
Exam Practice	Past exam questions can be found online here: https://www.aqa.org.uk/subjects/science/gcse
Resources	We use a system called Tassomai, but for specific guidance recommend Seneca for free revision and consolidation.

Geography

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE Geography (8035)
Assessment	100% Exam

TOPICS TO BE COMPLETED	Term 1	Term 2
Autumn	Paper 2 Section B: Changing Economic World.	Paper 2 Section B: Changing Economic World.
Spring	Revision and preparation for Paper 1 and 2	Paper 3; Pre-Release and Preparation for exam.
Summer	Personalised revision and final preparation for examinations. <u>Paper One: Living with the physical environment. 90 minutes, 35% of final grade</u> Section A: The Challenge of Natural Hazards Section B: The Living World Section C: Physical Landscapes in the UK – Options of Coastal landscapes in the UK and River landscapes in the UK <u>Paper Two: Challenges in the human environment. 90 minutes, 35% of final grade</u> Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management – Options of Resources in the UK and Energy <u>Paper Three: Geographical Applications. 75 minutes, 30% of final grade</u> Section A: Issue evaluation. Section B: Fieldwork	

Websites	https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 – Exam board website. https://senecalearning.com https://www.bbc.com/education/examspecs/zy3ptyc
Intervention	Session 6 Friday 3:10-3:40pm

HOW PARENTS CAN SUPPORT

Homework	Exercise books with the classwork that students have completed in on each GCSE unit. The revision guide that all students have received free of charge from the school. My Revision Notes: AQA GCSE (9–1) Geography Second Edition: Hodder Education A menu of revision resources in the Revision files on TEAMS- Seneca quizzes- there are quizzes on the unit content and standardised assessments Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) Students will need to dedicate time and effort on a 'little but often' basis from the start of Year 11 to effectively prepare for the final examinations in the summer. If you have any questions about homework and revision then please contact your child's Geography teacher.
Reading	BBC News website or other news site – information about weather events / earthquakes / economics is useful to aid students understanding.
Revision Guide	CGP – AQA 9-1 GCSE Revision Guide (ISBN: 978 1 78294 610 6) GCSE Geography AQA Revision Guide includes Online Edition, Videos & Quizzes: for the 2026 and 2027 exams (CGP AQA GCSE Geography) : CGP Books, CGP Books: Amazon.co.uk: Books
Exam Practice	The AQA website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources Once completed, hand them to the teacher and they will be marked to aid student's examination performance.

History

2025-2026

COURSE OVERVIEW

Exam Board	Edexcel
Course Title	GCSE History
Assessment	100% Exam

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Period Study 4: Superpower Relations and the Cold War, 1941-91	Period Study 4: Superpower Relations and the Cold War, 1941-91 Pre-Public Examination: Paper 2
Spring	Revision and Exam Preparation Pre-Public Examination: Paper 3	Revision and Exam Preparation
Summer	Revision and Exam Preparation Paper 1: Thematic study and historic environment OPTION 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches Paper 2: Option B1: Anglo-Saxon and Norman England, c1060–88 and Period Study 4: Superpower Relations and the Cold War, 1941-91 Paper 3: Option 31: Weimar and Nazi Germany, 1918–39.	

Websites	https://www.bbc.com/education/examspecs/zw4bv4j Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
Intervention	Session 6 Friday 3:10-3:40pm

HOW PARENTS CAN SUPPORT

Homework	Unit booklets completed in class on the 15 History units to be assessed in the final examinations. GCSE History CGP Books Please see the revision guides for the specific units above. Revision files on TEAMS- there is lots to choose from. Seneca quizzes- there are quizzes on the unit content and standardised assessments Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) Students will need to dedicate time and effort on a 'little but often' basis from the start of Year 11 to effectively prepare for the final examinations in the summer.
Reading	Please use the CPG revision guides for the four GCSE units above.
Revision Guide	Amazon.co.uk : my revision notes Edexcel GCSE history GCSE History Edexcel Topic Revision Guide - Medicine in Britain, c1250-Present: for the 2025 and 2026 exams (CGP Edexcel GCSE History): Amazon.co.uk: CGP Books, CGP Books: 9781789082890: Books GCSE History Edexcel Topic Revision Guide - Anglo-Saxon and Norman England, c1060-1088: for the 2025 and 2026 exams (CGP Edexcel GCSE History) : CGP Books, CGP Books: Amazon.co.uk: Books GCSE History Edexcel Topic Revision Guide - Superpower Relations and the Cold War, 1941-1991: for the 2025 and 2026 exams (CGP Edexcel GCSE History) : CGP Books, CGP Books: Amazon.co.uk: Books GCSE History Edexcel Topic Revision Guide - Weimar and Nazi Germany, 1918-1939: for the 2025 and 2026 exams (CGP Edexcel GCSE History) : CGP Books, CGP Books: Amazon.co.uk: Books
Exam Practice	There are sample exam question papers, marks schemes and examiner reports available on the Edexcel website: Edexcel GCSE History (2016) Pearson qualifications

French

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE French (8658)
Assessment	25% listening, 25% reading, 25% speaking, 25% writing

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	School Life	Future plans
Spring	The environment	Global issues / speaking preparation
Summer	Speaking Exam (Internal exam – Date TBC) Reading, Listening Exam Writing Exam	

AVAILABLE

Websites	Languagenut.com, quizlet.com, BBC bitesize, Pearson active learn, Seneca learning
Intervention	Session 6 Thursday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	Students are given a list of vocabulary to learn each week. Grammar and translation homework is set on a regular basis as well as preparation for speaking tasks. Most homework tasks are done through languagenut.com. Students are also set speaking/writing preparation tasks.
Reading	Provision of Reading Materials: authentic material and text specifically written to support the building of vocabulary and reading skills.
Revision Guide	Revise GCSE French – AQA 9-1 New GCSE French AQA Complete Revision & Practice with CGP RevisionHub (for exams from 2026) CGP Books
Exam Practice	Termly completion of past papers
Resources	Revision guides, Pearson active teach and languagenut.com to support students with all 4 skills of language learning. Additionally, all students are given a speaking preparation booklet as well as a set of vocabulary knowledge organisers to help them revise for exams.

Spanish

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE Spanish (8698)
Assessment	25% listening, 25% reading, 25% speaking, 25% writing

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Where I live	Future plans
Spring	Celebrations	Global Issues / speaking preparation
Summer	Speaking exam – TBA (internal exams) Listening and Reading exam Writing exam	

AVAILABLE

Websites	Languagenut.com, quizlet.com, BBC bitesize, Pearson Active learn, Seneca learning
Intervention	Session 6 Thursday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	Students are given a list of vocabulary to learn each week. Grammar and translation homework is set on a regular basis as well as preparation for speaking tasks. Most homework tasks are done through languagenut.com. Students are also set speaking/writing preparation tasks.
Reading	Provision of Reading Materials: authentic material and text specifically written to support the building of vocabulary and reading skills.
Revision Guide	Revise GCSE Spanish – AQA 9-1 New GCSE Spanish AQA Complete Revision & Practice with CGP RevisionHub (for exams from 2026) CGP Books
Exam Practice	Termly completion of past papers.
Resources	Revision guides, Pearson active teach and languagenut.com to support students with all 4 skills of language learning. Additionally, all students are given a speaking preparation booklet as well as a set of vocabulary knowledge organisers to help them revise for exams.

Engineering

2025-2026

COURSE OVERVIEW

Exam Board	OCR
Course Title	Level 1/Level 2 Cambridge National in Engineering Design
Assessment	60 % Coursework 40 % External Exam

TOPICS TO BE COMPLETED

	Term 1 & 2, 3
Autumn	Completion of R039: Communicating designs – A non-examined assessment. Assessed by a set assignment. In this unit students are learning how to use sketching and engineering drawings to communicate their ideas. Topics include the Manual production of freehand sketches, Manual production of engineering drawings and the use of computer aided design (CAD). The brief set by the exam board is to design a phone holder with a secondary function. Students are also studying parts of the second set assignment R040.
Spring	R040: Design, evaluation, and modelling, this is also assessed by a set assignment. Students are required to dis-assemble an LED light. They are then required to complete a physical model of one to a set design. In this unit students learn how to create and test models of their design. Topics include Product evaluation, Modelling design ideas. Students will get the majority of R040 completed during the spring term.
Summer	Students will have been taught aspects of the R038: Principles of engineering design throughout the year however in the final term it will be their focus. This is assessed by an EXTERNAL exam. In this unit students will learn about the design process, and all the stages that are involved. Topics include - Designing processes, designing requirements, communicating design outcomes, and Evaluating design ideas.

AVAILABLE

Websites	www.technologystudent.com, BBC Bitesize, OCR.org.uk
Intervention	Session 6 Wednesday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	Homework is set at appropriate stages throughout the year to support learning. It is set on TEAMS and Edu-link
Reading	Student should read publications lined to assignments: Key aspects of the Design Cycle, Materials and manufacturing linked to Engineering design.
Revision Guide	Level 1/Level 2 Cambridge National in Engineering Design (J822): Second Edition, Author: Alex Reynolds, Jonathan Adams, Peter Valentine ISBN: 9781398350335. Publisher: Hodder Education Date: May 2022 Cambridge National in Engineering Design Revision Guide and Workbook w – Cambridge University Press Bookshop
Exam Practice	Past-papers available on TEAMS and on the OCR website.
Resources	A range of physical and electronic revision resources are available to help students. All accessible from the class teachers and in TEAMS – How to guides, templates, writing frames, exemplar work.

Design & Technology

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE Design & Technology: Product Design Resistant Materials Focus
Assessment	Exam (50%) / Coursework (50%)

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Non-exam Assessment (NEA – coursework). Research and initial designing.	NEA theory focused practical manufacture.
Spring	NEA completion and evaluation.	In-depth programme of theory topics and exam preparation
Summer	Theory and exam preparation	

AVAILABLE

Websites	www.technologystudent.com www.bbc.com/bitesize
Intervention	Weekly afterschool workshop sessions as appropriate. Catch up sessions for students who miss interim deadlines.

HOW PARENTS CAN SUPPORT

Homework	Monitoring of homework tasks and progress on portfolio
Revision Guide	AQA GCSE Design and Technology GCSE Design & Technology AQA Complete Revision & Practice (with Online Edition and Quizzes): perfect for the 2026 and 2027 exams (CGP AQA GCSE D&T): Amazon.co.uk: CGP Books, CGP Books: 9781782947554: Books
Exam Practice	Regular exam questions set as homework

Physical Education

2025-2026

COURSE OVERVIEW

Exam Board	Edexcel
Course Title	GCSE Physical Education
Assessment	Exam 60% / Coursework 10% / Practical 30%

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Long term effects of exercise and Goal setting. PEP – Aim and Planning Analysis, Carrying out and monitoring and Evaluation.	Injury identification and injury prevention, Performance Enhancing drugs. PEP – Aim and Planning Analysis, Carrying out and monitoring and Evaluation.
Spring	Skill Classification, Forms of practice, Guidance and feedback, Factors affecting participation.	Commercialisation, Sporting behaviours, Deviance in sport, Revision. Practical Moderation Exam.
Summer	Revision & Exams	

AVAILABLE

Websites	GCSE Bitesize - https://www.bbc.com/bitesize/examspecs/zxbg39q Brian Mac (Important for PEP) - https://www.brianmac.co.uk/ Youtube - https://www.s-cool.co.uk/gcse/pe
Interventions	Session 6 Friday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	Monitoring completion of homework tasks. Encouraging independent study for their exams.
Reading	Edexcel GCSE (9-1) Physical Education Revision Guide Edexcel GCSE (9-1) Physical Education Textbook 2 nd Edition
Revision Guide	Edexcel GCSE (9-1) Physical Education Revision Guide CGP GCSE PE Edexcel 9-1 Revision Guide REVISE Edexcel GCSE (9-1) Physical Education Revision Guide REVISE Edexcel GCSE (9-1) Physical Education Revision Workbook
Exam Practice	Past questions/papers 9 Mark Questions – very important
Resources	Edexcel GCSE (9-1) Physical Education Revision Guide Revise Edexcel GCSE (9-1) Physical Education Revision Cards Lesson Workbooks Past Papers

Digital Information Technology

2025-2026

COURSE OVERVIEW

Exam Board	Pearson
Course Title	Tech Award Digital IT
Assessment	60% Practical Assessment 40% Final Exam

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Component 2: Spreadsheet skills. Analysing Dashboard skills.	Component 2: Collecting, Presenting and Interpreting Data – FORMAL ASSESSMENT
Spring	Component 2: Resubmission opportunity. Component 1: Retake opportunity.	Component 3: Exam preparation
Summer	Component 3: Exam preparation and EXAM.	COMPLETED

AVAILABLE

Websites	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html www.knowitallninja.com www.bbc.com/bitesize All coursework assessment material is available on Teams.
Intervention	Coursework Catchup Sessions. Retakes and resubmissions where appropriate. Session 6 Friday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	<ul style="list-style-type: none">• Complete coursework preparation or tasks as directed.• Ensure coursework deadlines are met.• Exam revision where required.
Revision Guide	
Exam Practice	An exam practice booklet will be provided. Coursework can and must be practiced outside of lessons to prepare for the assessment.

Dance

2025-2026

COURSE OVERVIEW

Exam Board	AQA
Course Title	GCSE Dance
Assessment	60% Practical exam 40% Written exam

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Theory: Section A of written paper Practical: Solo choreography, set phrases	Theory: Section B of written paper Practical: Solo Choreography & Solo choreography exam
Spring	Theory: Section C exam revision Practical: Duet/ trio choreography, set phrase exam	Theory: Exam practice questions Practical: Duet/ trio choreography & exam
Summer	Theory: Written paper revision and exam practice questions	COMPLETED

AVAILABLE

Websites	Rambert Dance Company, Cando Dance Company, Boy Blue Dance company and You tube videos of excerpts from set works. Videos of set dances will be provided to students by secure web links within lessons and on Teams
Intervention	Session 6 Monday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	To complete any work that was incomplete in theory lessons every Monday
Revision Guide	N/A

Drama

2025-2026

COURSE OVERVIEW

Exam Board	EDUQAS
Course Title	GCSE Drama
Assessment	Controlled Assessment 40% Written Exam 40% Practical Exam 20%

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Component 3 – Interpreting Theatre: Set Text is DNA by Denis Kelly.	Introduction to final practical play texts.
Spring	Component 2 – Performing from a Text. Preparation and rehearsal	Component 2 – Practical Performance Exam assessed by an external visiting examiner
Summer	Component 3: Preparation for Written examination	Exam

AVAILABLE

Websites	https://www.eduqas.co.uk/
Intervention	There is a Session 6 intervention/grade boost session on Monday 3:45-4:15pm. The Drama studio can be accessed at Lunch or afterschool for rehearsal if booked with the drama teachers.

HOW PARENTS CAN SUPPORT

Homework	Encouraging students to come to session 6. To help run through lines for their practical performance.
Reading	All resources will be supplied to students in class
Revision Guide	Wjec/Eduqas GCSE Drama Revision Guide
Exam Practice	Will be covered in lessons. Revision of these directed as home study.
Resources	Copy of 'DNA' by Dennis Kelly will be supplied by the school for students during the duration of year 11.

Business

2025-2026

COURSE OVERVIEW

Exam Board	OCR
Course Title	GCSE Business
Exam (%)	100%

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	2.1 Growing the business / 2.2 Making marketing decisions	2.2 Making marketing decisions / 2.3 Making product decisions
Spring	2.4 Making financial decisions	2.5 Making people decisions
Summer	Theme 1 and 2 Revision	Revision and Exam Preparation

AVAILABLE

Websites	https://www.bbc.co.uk/bitesize/examspecs/zhrphbk
Intervention	Session 6 on a Thursday 3:45 to 4:15pm

HOW PARENTS CAN SUPPORT

Homework	Weekly tasks
Reading	Find news articles based on Business choices and outcomes. Keep a folder of your findings, considering how the theory that you are learning is applied to these.
Revision Guide	https://www.cgpbooks.co.uk/secondary-books/gcse/business/burs41-new-gcse-business-ocr-complete
Resources	Your teacher will organise these for you in accordance with your learning in the classroom

Art

2025-2026

COURSE OVERVIEW

Exam Board	OCR
Course Title	GCSE Art and Design: Fine Art (J171)
Assessment	Coursework 60% Externally set task 40% (includes a 10-hour controlled period)

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Working on AO1 –3 of the coursework portfolio which may include the development of ideas, experimentation with media and visual recording.	Bring the coursework portfolio to a conclusion including producing a final outcome.
Spring	Launch of externally set task. AO1 Artists research AO2 Exploration of media AO3 Visual recording (drawing/painting/photography)	Continue with externally set task AO1 Artists research AO2 Exploration of media AO3 Visual recording (drawing/painting/photography)
Summer	Preparation for 10 hour-controlled assessment	Course completed

AVAILABLE

Websites	Tate.org, Art2day.co.uk, BBC Bitesize and Pinterest
Intervention	Intervention sessions available most nights after school except for Tuesdays.

HOW PARENTS CAN SUPPORT

Homework	All homework will be set via teams. Will focus on personalised tasks for each student to address assessment objectives that need improving for coursework submission. Improving annotation and literacy within portfolios main foci.
Reading	Artist research personalised for each students following release of externally set task. Topics are available on the exam board website from the 1 st of January and resources will be created and shared via teams and Pinterest.
Revision Guide	N/A
Exam Practice	Mock exams will prepare students for 10 hour-controlled period
Resources	Art equipment list as sent out at start of course.

Photography

2025-2026

COURSE OVERVIEW

Exam Board	OCR
Course Title	GCSE Art and Design: Photography(J173)
Assessment	Coursework 60% Externally set task 40% (includes a 10-hour controlled period)

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Working on AO1 –3 of the coursework portfolio which may include the development of ideas, experimentation with media and visual recording.	Bring the coursework portfolio to a conclusion including producing a final outcome.
Spring	Launch of externally set task. AO1 Photographers Research (exploring the work of photographers and developing ideas) AO2 Exploration of media (experimenting with ideas and techniques) AO3 Visual recording (Taking photographs and annotating)	Continue with externally set task AO1 Photographers research AO2 Exploration of media AO3 Visual recording
Summer	Preparation for 10 hour-controlled assessment	Course completed

AVAILABLE

Websites	Tate.org, Art2day.co.uk, BBC Bitesize and Pinterest
Intervention	Intervention sessions available after school except for Tuesdays.

HOW PARENTS CAN SUPPORT

Homework	All homework will be set via teams. Will focus on personalised tasks for each student to address assessment objectives that need improving for coursework submission. Improving annotation and literacy within portfolios main foci.
Reading	Photographers research personalised for each students following release of externally set task. Topics are available on the exam board website from the 1 st of January and resources will be created and shared via teams and Pinterest.
Revision Guide	N/A
Exam Practice	Mock exams will prepare students for 10 hour-controlled period
Resources	DSLR if students are keen to work outside of school (not a requirement of the course)

Creative Media Production

2025-2026

COURSE OVERVIEW

Exam Board	Pearson
Course Title	BTEC Level1/2 Tech Award
Assessment	2 x Internally Set Components 1 x Externally Set Exam Brief

TOPICS TO BE COMPLETED

	Term 1	Term 2
Autumn	Component 2: Digital Media Skills	Component 2: Digital Media Skills SUBMISSION DUE
Spring	Component 2: Resubmission opportunity Component 3: Exam Brief Released – Prep time	Component 3 Exams: Feb – Ideas Log (2hrs) March – Drawing Designs (2hrs)
Summer	Component 3 Exams: May – Product Creation (5hrs)	COMPLETED

AVAILABLE

Websites	Teams
Intervention	Session 6 Monday 3:45-4:15pm

HOW PARENTS CAN SUPPORT

Homework	Students will be expected to independently work outside of school hours on their practical Component 2 project and component 3 exam – this could include filming, taking photographs
Reading	No set text released
Revision Guide	No revision – this is practical
Exam Practice	Be taking photos and creating other media for their final product
Resources	All the lesson resources are on Teams

CEIAG Curriculum

We currently live in an era where the speed of change is more rapid than at any other time in history. These changes in society, technology, training and the nature of work will have a profound effect on future employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, researched choices and build career plans which enable them to progress smoothly into further learning and work.

Alongside student's curriculum lessons, all students engage in a programme of Learning for Life activities that are delivered within core studies lessons. Below is some exemplar content of the Year 11 programme for 2024-25.

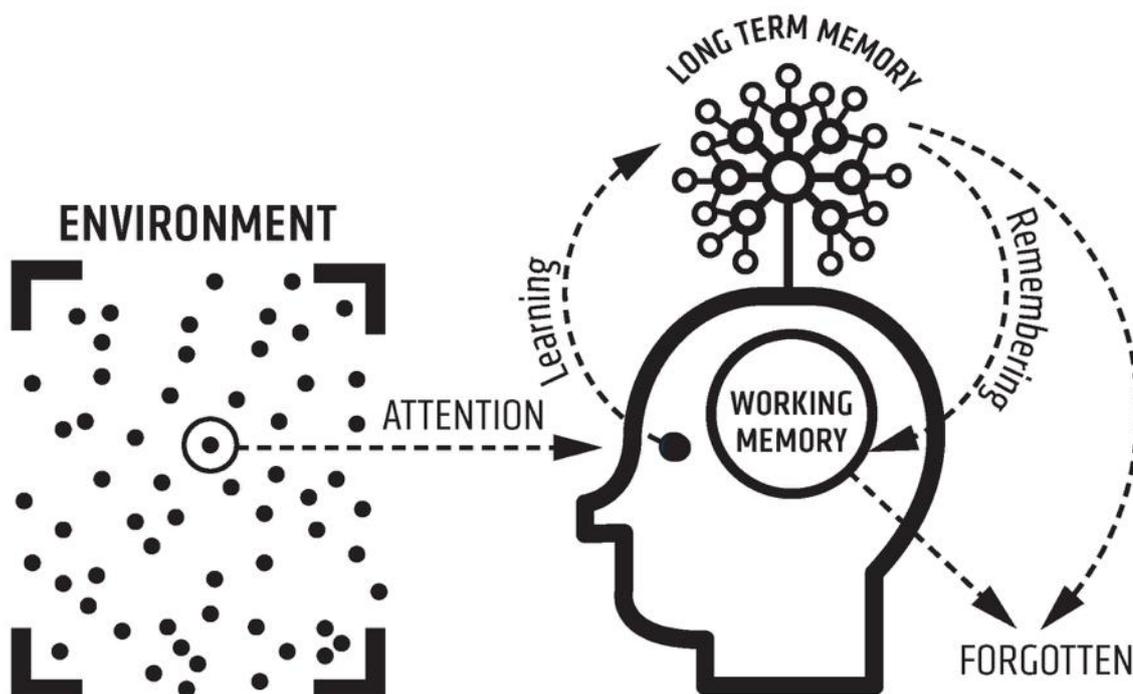
The Year 11 CEIAG programme is designed to provide students with careers education, information, advice and guidance on the options open to them after Year 11, progression routes and possible career opportunities linked to these options. Areas of focus include:

- Self-Awareness and Confidence - exploring ideas and goals, and how they might change over time, with emphasis on developing confidence in making well informed and realistic decision about the future
- Labour Market Information - a review of how jobs are changing both locally, nationally and globally, the factors influencing these changes and the impact this has on personal career planning
- Options Post Year 11 – understanding all the potential opportunities post GCSEs and linking the individual personal progress to those options available

Enrichment activities:

- Year 10 Careers Events – trips that will provide students with additional information about options post GCSE and beyond
- Careers Talks – Year 11 students are welcome to attend any of the programmed career talks
- Careers Interviews - students are welcome to book an appointment with the Careers Advisor

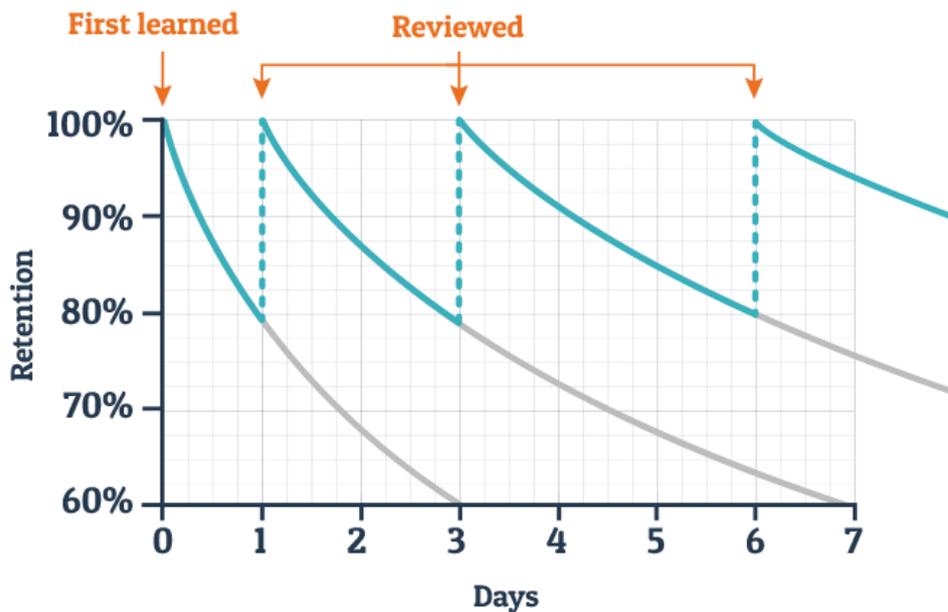
In recent years, there has been lots of research around the science of learning and how we learn and retain information.



1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, '**attention**' means we acknowledge new information and this is then transferred into our working memory.
2. Our **working memory** is where you do your thinking and where you take in new information. It is finite and we can only absorb a limited amount of information at a given time otherwise it gets crowded (research suggests we can hold 5 things in our working memory at one time). This may be up to 30 seconds. *As an example, if you write down a 'long number' and try and remember it every 30 seconds, you will be surprised how difficult this is to do!*
3. Information is processed into our **long-term memory** through '**learning**'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here. *As an example, this might be your phone number or address. We don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.* However, if we don't use the information it fades (is forgotten). **Learning is therefore a change in your long-term memory.** Whatever you think about, that's what you remember. Therefore, revision activities must require you to think hard.
4. Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough **retrieval practice**, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

Forgetting is completely natural. Research has shown that over time you forget a majority of what you've learnt and it happens immediately. The following diagram outlines this process and is called the **Ebbinghaus Forgetting Curve** (1885).

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorization of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

- Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.
- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep for example).
- If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased. According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

Practice and retrieval help to break this 'forgetting curve' as it strengthens the long-term memory and stops information from fading.

In summary, what do we know about **memory**?

- Consistent practice and revisiting previous material strengthen memory and boosts learning.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.
- Information, if not revisited, is 'lost' from our memory.

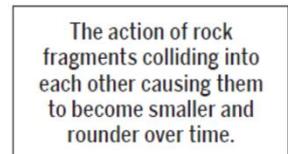
THE KEY PRINCIPLES OF EFFECTIVE REVISION

RETRIEVAL PRACTICE - FLASHCARDS

Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it.** It builds confidence over time and allows you to identify gaps in your knowledge. Examples include:

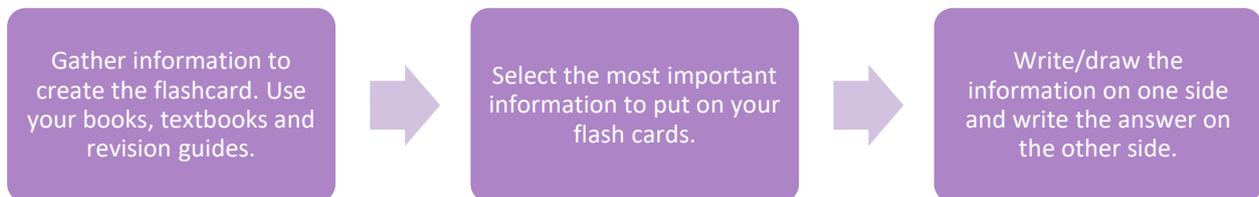
- Knowledge quizzing, low stakes testing and multiple-choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Summarising, creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information on either side as an aid to learning. The use of flashcards is for low stakes testing to improve recall and to strengthen memory.



An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question/plan and a model answer on the back.



In order to use flashcards most effectively, the **Leitner System** is a desired strategy for spaced testing. Once you have created a set of flashcards, create three boxes/areas marked as the following.

BOX 1: Every day	BOX 2: Twice a week	BOX 3: Once a week
----------------------------	-------------------------------	------------------------------

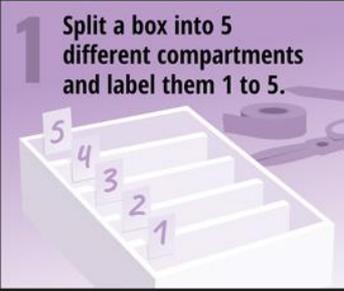
- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.

Retrieval and Flashcards 'Do':	Retrieval and Flashcards 'Don't':
<ul style="list-style-type: none"> • Put a single piece of information on each flashcard. • Sort your flashcards according to your confidence with them (see above). • Create 'decks' for each topic. This may be a different colour card for each subject/unit. • Mix up topics so you aren't always testing yourself on the same topic. • <i>Practice the information you struggle and need to improve on.</i> • <i>Use PLCs, checklists or revision guides as a way to monitor your retrieval practice.</i> • <i>Move beyond recalling simple facts to detail and analysis.</i> 	<ul style="list-style-type: none"> • Spend more time making the flashcards than using them. • Put lots of information onto each flashcard. • Revise the flashcards in the same order every time that you use them. • Only read the flashcards – test your memory! • <i>Assume everything you've written is correct.</i> • <i>Throw away your quizzes or brain dumps.</i> • <i>Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.</i>

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

1 Split a box into 5 different compartments and label them 1 to 5.



2 Place all your flashcards in compartment 1.



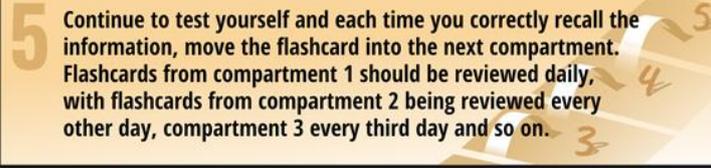
3 Test yourself on a flashcard



4 If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



6 Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

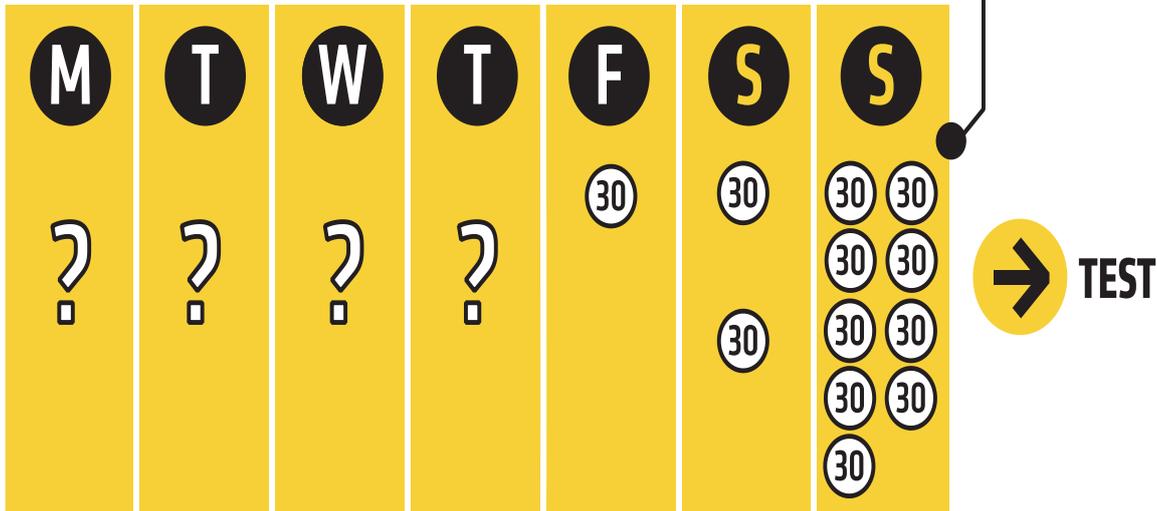


This video will help support you in using the Leitner system: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

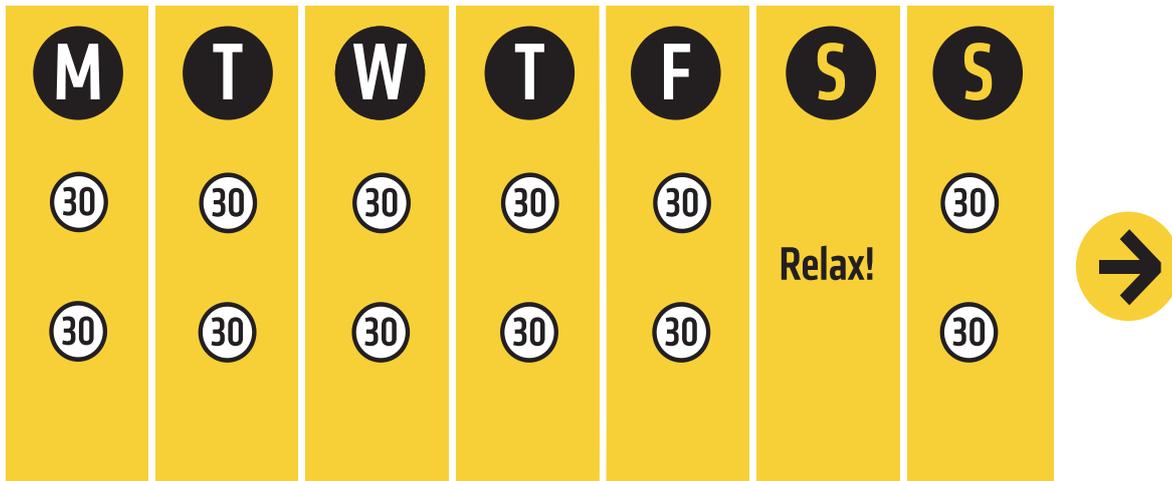
SPACING AND INTERLEAVING – PLANNING YOUR REVISION

Spacing out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision. This ensures you are not **cramming** as it will overload your memory and make you overconfident. By leaving time between revising and testing, the harder your brain works, the more chance of remembering.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



Instead of mass practice, a much more effective way of revising is to space out your revision like this:



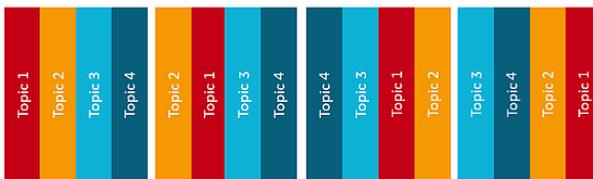
By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Interleaving involves switching between ideas and topics during a study session and not revising in blocks of topics. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory as we know you need to review information over time to reinforce learning. *If a subject involves a narrative (story), revise this in one piece.*

Blocking



Interleaving



For example, instead of organising your revision week like this:

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

A much more effective way of organising your revision would be like this:

M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

DELIBERATE PRACTICE

Practice is essential. You can revise all you like but without practice, it is wasted. Start by spending time reviewing a topic/unit before quizzing/testing yourself **with no notes and from your memory (this is vital for revision)**. Once you have finished, check your answers. **This will support you in showing where your ‘knowledge gaps’ are and where focus needs to be in your future revision.** Revision shouldn’t keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the **Pomodoro Technique**.



Practice should be applying the knowledge and skills you need to succeed so may involve exam questions or planning answers.

Deliberate Practice ‘Do’:	Deliberate Practice ‘Don’t’:
<ul style="list-style-type: none"> • Spend time practising what you will be tested on. • Practice the areas you struggle and need to improve on. • Make sure you review your practice – get a teacher to check it or review your notes and answers against mark schemes. 	<ul style="list-style-type: none"> • Use notes, the point is you are doing it from memory! • Only practice areas you find easy or do well at. • Spend too long on a question – stick to timing and practicing what it will look like in exam conditions.

SUMMARISING AND CHUNKING INFORMATION

Chunking information into manageable chunks to revise is a powerful strategy as it aids motivation and ensures your working memory is not overwhelmed.

1. **Breaking up the information into paragraph or section chunks** – this ensures you can work through, revise and learn, one part of the text at a time. Give each section a heading to support your understanding.
2. **Only highlight the core information and do not highlight everything** - what is actually needed?
3. **Take out the information you have highlighted and bullet point it onto a revision card** – use this knowledge to explain the ‘story’ and narrative and to test yourself.

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said “I’m sorry, we don’t serve coloured people”. Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali’s record was 100 wins, 5 losses when he ended his amateur career. Ali became the World Champ at the age of 22. Clay was famed for his unorthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the ‘Ali shuffle’. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world title fight with Sonny Liston that Ali famously said “I will float like a butterfly and sting like a bee”. In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing, two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer. In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50 million \$. Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of ‘Sportsman of the Century’ by the BBC in 1999. Although suffering from Parkinson’s disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

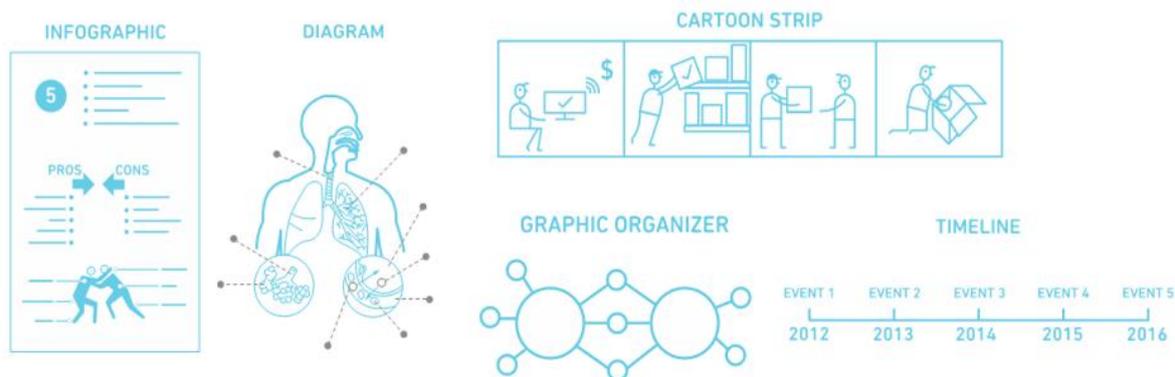
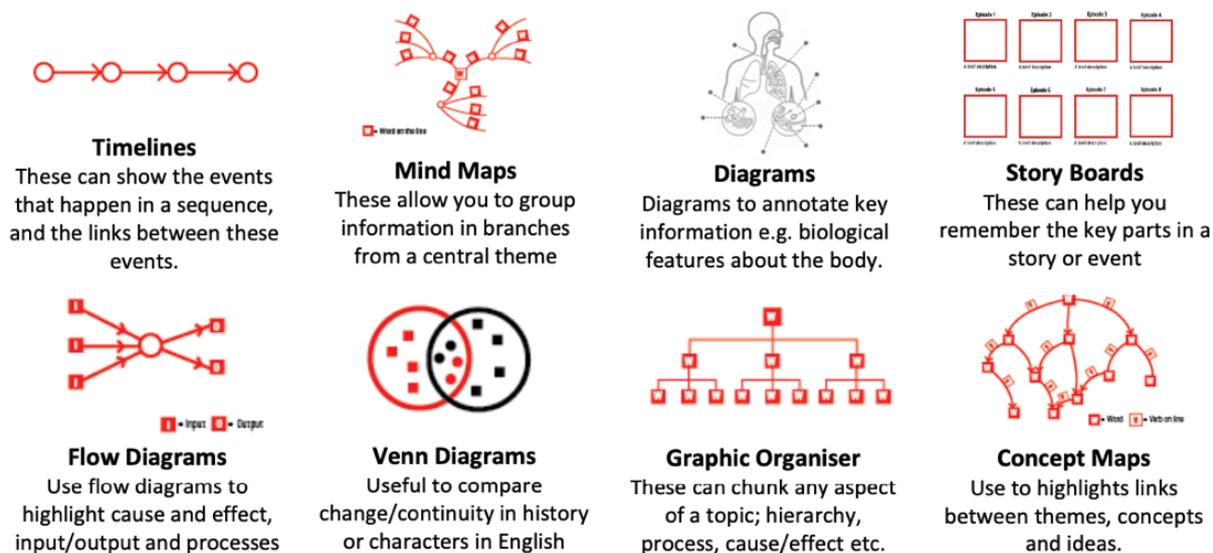
Paragraph 1: ‘Born’:

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in **1942**, in **Louisville, Kentucky** in the United States. He was named after his father, **Cassius Clay, Sr.**, who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. **He became a boxer at the age of 12.**

<p><u>Born:</u></p> <ul style="list-style-type: none"> • 1942 • Kentucky • Cassius Clay • 1964 • 12 	<p><u>Boxing:</u></p> <ul style="list-style-type: none"> • 1960 Rome Olympics • Professional at 18 • 100 wins, 5 losses at amateur
<p><u>World Champion:</u></p> <ul style="list-style-type: none"> • 22 • ‘Float like a butterfly, sting like a bee’ • Vietnam 1967 • 3 times World Champion • \$50 million 	<p><u>Life:</u></p> <ul style="list-style-type: none"> • National of Islam • Married 4 times • 9 children • BBC Sportsman of the Century 1999

DUAL CODING

When reviewing something you have learnt, combining words and pictures can be powerful. Research suggests that combining words and images increase your learning by visually representing information in two different ways. Examples of this include creating a:



INEFFECTIVE REVISION STRATEGIES – WHAT DOESN'T WORK

With the above in mind, it is vitally important to think about strategies that students may employ that have a limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Cramming revision to the 'final minute' overloads your working memory so you can't learn at all. It can also cause stress/anxiety before exams.
- Re-reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

DEVELOPING REVISION ROUTINES AND HABITS

Within your revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction. What do you want to achieve in *this* revision session? Habits are incredibly powerful in helping you to succeed. If you have the mindset of wanting to be a better student and build the habits to become the person you want, the results will come. Getting one percent better every day counts for a lot in the long-run.

In order to support the forming of good revision habits, there are a number of areas to consider:

- **Make it obvious** – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.
- **Start small and build up** – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support. Start revising for a short amount of time and build up over time.
- **Make it attractive** – collaborative focused revision (with friends) is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a ‘reward’ at the end of a revision session. *If I complete this, I can do this.* Write a revision contract.
- **Make it satisfying and rewarding** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support. Focus on ‘I’m a hard worker’ than ‘I want a Grade 8’.

CREATING AN EFFECTIVE REVISION ENVIRONMENT

Goals are good for setting a direction but systems are best for making progress. We know that working memory can only hold a small amount of information at once. Therefore, in order to revise and learn effectively, you should use techniques which free up your working memory and stop it from being overwhelmed. One way is working in an environment which is free from distractions.

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

Whilst **phones** are a brilliant intervention, research has found that they have a negative impact on revision and learning. It can reduce concentration, impacting working memory, impact your sleep due to the bright lights and distractions, reduce your motivation to reduce and through listening to music, you are more likely to remember the lyrics to the song than the material you are revising

CREATING A REVISION TIMETABLE

1. Collate all your topics and determine where you need to focus your time. Which subjects and topics do you need to target?
2. Create a table for a week with 30-minute revision slots and breaks built in.
3. Write the subjects in the table, leaving yourself at least two days between each.
4. Type it up so you re-use it and edit it. Ensure it is easy to check and find.
5. Put it somewhere visible and tick off completed sessions = see the success! Ensure someone at home also has ownership of it. It will support motivation.

For an example revision timetable, see below. *This involves only English, Maths, Science and R.S. to show how a timetable may look but please ensure all subjects are included depending on the focus at a given moment.*

Subjects		English	Maths	Science	R.S.			
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 mins	Reactions	Biblical experiences	Buddhism	Features of theatre texts	Atoms, electrons and protons	Experiences of an author	Properties	
30 mins	The late romance plays	Expansion	Features of compounds	Partial fractions	Buddhism	Partial fractions	Features of theatre texts	
Break								
30 mins	Equations	Act One character and plot	Algorithms	Properties	Features of compounds	Theme of Power and Control	Experiences of an author	
30 mins	Properties	Buddhism	Theme of Power and Control	Act One character and plot	Algorithms	Equations	Expansion	

Contact Details

Should you have any general queries please contact your child's tutor, Senior Tutor or Student Support Advisor.

Brunel House: Senior Tutor: MJackson@theferrers.org Student Support Advisor: GSmart@theferrers.org

Franklin House: Senior Tutor: YGuy@theferrers.org Student Support Advisor: AParnell@theferrers.org

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Woolf House: Senior Tutor: BDrouet@theferrers.org Student Support Advisor: CSutherland@theferrers.org

If you wish to discuss your child's academic progress then please contact the relevant Curriculum Leader.

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