# Subject Revision Year 10



# All Year 10 Assessments will be completed in class this cycle. Class teachers will inform students of when this will be taking place.





### Science

- Revision guides (available on ParentPay for collection from the Science Technician's room)
- AQA Trilogy specification will guide you on everything you need to know for each topic. <u>AQA | Science | GCSE | GCSE Science</u>
- <u>- www.senecalearning.com</u> (online). Log in using Microsoft (school login).
- - www.sparxscience.com (online). Log in using Microsoft (school login).
- <u>- www.Physicsandmathstutor.co.uk</u> for revision notes, mind maps, topic-based exam question bundles and mark schemes.
- - (15) Malmesbury Education YouTube channel for any required practicals.





# Biology

Topic	Content	Done
•	Eukaryotes and Prokaryotes	
	Animal & Plant Cells	
	Cell Specialisation	
	Cell Differentiation	
	Required Practical: Microscopy	
Cell Biology	Cell Division — Chromosomes	
	Mitosis & Cell Cycle	
	Stem Cells	
	Diffusion	
	Required Practical: Osmosis	
	Active Transport	
	Principles of Organisation	
	Human Digestive System (including enzymes)	
	Required Practical: Food tests	
	Required Practical: The effect of pH on the rate of	
	reaction of amylase enzyme.	
Organisation	Heart & Blood Vessels	
	Blood	
	Coronary Heart Disease (Non-Communicable Disease)	
	Health Issues	
	Effect of Lifestyle on Non-Communicable Disease	
	Cancer	
	Plant Tissues	
	Plant Organ Systems	





# **Physics**

	Energy Stores & Systems	
Energy	Changes In Energy	
	Energy Changes in Systems	
	Required Practical: Specific Heat Capacity	
	Power	
	Energy Transfers in a System	
	Efficiency	
	National & Global Energy Resources	
	Standard Circuit Diagram Symbols	
	Electrical Charge & Current	
	Current, Resistance & Potential Difference	
	Required Practical: IV Characteristics	
	Resistors	
Electricity	Required Practical: Resistance of a wire	
	Series & Parallel Circuits	
	Direct & Alternating Potential Difference	
	Mains Electricity	
	Power and Energy Transfers in Everyday	
	Appliances	
	The National Grid	





# Chemistry

Topic	Content	Done
•	Atoms, Elements & Compounds	
	Structure of the atom	
	Electronic Structure	
Atomic Structure and the	Isotopes	
	History of the Atom	
Periodic Table	The Periodic Table	
	Development of The Periodic Table	
	Metals & Non-Metals	
	Group 0, Group 1 and Group 7	
	Chemical Bonds	
	Ionic Bonding	
	Ionic Compounds	
	Covalent Bonding	
	Metallic Bonding	
	The Three States of Matter	
Danding Characture and	State Symbols	
Bonding, Structure and	Properties of Ionic Compounds	
Properties of Matter	Properties of Small Molecules	
rroperries of Marrer	Polymers	
	Giant Covalent Structures	
	Properties of Metals & Alloys	
	Metals As Conductors	
	Diamond	
	Graphite	
	Graphene & Fullerenes	





# Engineering

Students will have theory lessons ahead of their upcoming assessment. Students have access to the 'Year 10 Engineering' Teams folder that has lots of resources in it.

This includes a textbook to read from. Past papers and mark schemes to self-test. Knowledge Organiser posters to make flash cards from. GCSE podcast videos to watch and listen to.

Students' assessment will be half a paper from a past paper. The exam is Unit 3 - Units 1 and 2 are the coursework units in engineering.

The Topic lists (which I'll add to teams) is:

•ferrous and non-ferrous metals (definition, examples, properties, uses)
•composite materials (definition, examples, properties, uses)
•thermoplastics and thermosetting plastics (definition, examples, properties, uses)
•Stock forms of metals (advantages and disadvantages of using stock forms)
•Surface finishes of metals
•Define properties of materials (tensile strength, hardness, ductility, elasticity, conductivity, hardness)

Product analysis (describing the: aesthetics, customer, environment, safety, function, material of a given product)
Advantages and disadvantages of CAD and CAM





# Media

We have completed both Unit 1: Introduction and glossary, and Unit 2: Advertising of our Media course so far. We are now working on Unit 3: The Film Industry. For our upcoming assessment, students will need to revise the different theorists and frameworks that they have studied in Unit 1 and understand how to apply this to the CSPs that they have been analysing. Students have access to revision materials on Teams which includes some blogs for revision and YouTube videos to revise CSPs.

Students will be assessed on part of a full GCSE paper based on one of the CSPs that they have studied so far.

#### Topic lists:

- Theorists such as: Todorov, Propps, Laura Mulvey and Dyer etc.
  NHS Give Blood advert
  Bad Blood music video

- •Good As Hell music video
- •Galaxy Advert
- •OMO'Advert
- Media audience
- Enigma codes
- Semiotics
- Media representations
- •Regulations
- ·Uses and Gratifications theory



# Food Preparation and Nutrition

		Self Assessment		
	Topics	RED	Amber	Green
Health & Hygiene	Safety			
	Bacteria / Mould			
	Enzymic Browning			
	Preserving foods			
Nutrition	Eat well Guide			
	Macro & Micronutrients			
	Protein			
	Carbohydrates			
	Fats			
	Vitamins			
	Fibre			
	Water			
Science of cooking	Aeration			
	Raising Agents			
	Yeast			
	Gluten			

		Self Assessment		
	Topics	Red	Amber	Green
	Function of eggs			
	Function of sugar			
	Function of flour			
	Denature			
	Coagulation			
g	Binding			
Science of cooking	Shortening			
l co	Caramelisation			
l e	Stabilises			
ienc	Fermentation			
Sc	Gelatinisation			
	Bulking			
	Pasteurisation			
	Fortification			

Students can revise from the following websites:

- •Seneca
  •GCSE Pod
  •GCSE Bitesize
  Students should be familiar with how the websites work as they have been introduced to this in our theory lessons.







#### **Assessment Objectives**









#### Art GCSE LAYERS - Cycle B

The theme for year 10 will be 'Layers'. This means the work you create will be related to this theme in some way. We will be looking at a wide variety of ways to explore this theme, developing our accuracy in our drawing using both primary and secondary sources. We will learn a variety of skills and techniques which will make us stronger as artists. We will choose sources that inspire us, decide what materials and media we want to choose and create skilful and meaningful outcomes.

#### Knowledge

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

#### Key words

AO1 Critical Understanding

Looking closely at how artists and designers communicate ideas, feelings and beliefs through their work. Your knowledge of the work of others should help you to develop your ideas, and this influence should be reflected in your art.

AO1 Sources

This is what inspires your art. The work of artists, the build environment, the natural world, music, literature, history, religion, politics etc.

AO2 Refine

Making small improvements to your work after evaluating. Experimenting with different materials and techniques appropriate to your idea as your work progresses.

Capturing your ideas (drawings,

photographs, sketches, collected images, objects, materials, annotation).

AO2 Media Materials used to create a work of art.

AO2 Techniques The way you use media. The way you do something. AO2 Processes

AO3 Record

Belonging to or affecting you rather Personal than anyone else. The art you create Response and how you feel about your artwork.

#### Skills/ Techniques

Drawing Tone Photography Researching Artists **Developing Ideas** Collage Annotation Sketchbook Presentation Painting

#### Resources

www.bbc.co.uk/bitesize/su bjects/z6hs34j

www.pinterest.co.uk

www.studentartguide.com

www.tate.org.uk

www.royalacademy.org.uk

www.nationalgallery.org.uk





# BTEC Sport

BTEC Sport students will not have a mock during the assessment week as they are currently completing their PSA. They can revise and consider the different equipment and technology needed for the chosen sports in their scenario in preparation for completing their task 2.





## Health and Social Care

Students should use their green CGP health and social care revision guide along with their Knowledge Organiser tasks (Knowledge organiser tasks weeks 6-10 Cycle B (1).pdf) to help them prepare for each task. A letter will be sent out with more details regarding Health and Social care.

#### Top Tips:

- -Come into each assessment session knowing what you are going to write
- -Make sure to focus specifically on the life stages/factors/life event in the task
- -In preparation for resubmission, do further research to help you expand on each of your paragraphs (you can't take written research into the assessment with you - but you can take your extra knowledge in!)



#### Wednesday, 26 February 2025

# History

Students will need to recap the Pilgrimage of Grace and Opposition to the Reformation. The 'big' question for their assessment will be about impacts by migrants in the Medieval period. Use the knowledge organisers below to support with revision.

#### The impact of the Vikings

#### The impact of the Vikings



#### Culture

Vikings contributed to the

English language. Their

influence can be seen in

place names containing

or 'village' (for example,

'by' meaning 'homestead'

Grimsby), 'thorpe' meaning

'new village' (for example,

Scunthorpe), and 'thwaite'

'piece of land' (for example,

words, including 'husband',

'sister', 'bread', 'happy' and

'law', also have Viking origins.

Applethwaite). Common

meaning 'meadow' or

1nstitutions



Built environment

000

#### The economy

The Danelaw eliminated some of the small kingdoms that had made England weak, uniting a large part of the country.

The Vikings cooperated with the Christian Church after the creation of the Danelaw. People living in the Danelaw had the freedom to worship either Christianity or their own gods.

The Vikings changed the laws in the areas they controlled. Viking laws were often more relaxed than Anglo-Saxon laws, giving people who lived in the Danelaw more freedom. For example, peasant farmers were allowed to choose whom they worked for. And, the community gathered together at a meeting called a Thing to vote on how to settle arguments.

Towns grew and cities like York became major trading hubs that connected England with the rest of the known world.

Vikings had trade links all around the known world. Find out more about the new skills, goods and raw materials arriving in England by looking at life in the city of York under the Vikings on pages 24-29.

#### Later on...

After the establishment of the Danelaw, the Vikings and the Anglo-Saxons lived in relative peace in England, until the Anglo-Saxons reconquered much of the land held by the Vikings in the tenth century. For the next 90 years or so, the Anglo-Saxons and the Vikings fought for control of England. In 1042, the country was united under one king, Edward the Confessor. His father had been an Anglo-Saxon king and his mother had once been married to a Viking king.

Scandinavian fashions of dress and hair (short at the back and long at the front) were followed by both Anglo-Saxon men and women.

In the ninth century the Vikings had successfully gone from raiders, to invaders, to settlers. They changed some of the institutions and culture of the country and England's place in the world.

TRADE IN

VIKING YORK

INDUSTRY IN VIKING YORK

HOMES IN

VIKING YORK

RELIGION IN

VIKING YORK



Homes were tightly packed together. Some had a small yard or a workshop. Every house had a compost heap, where kitchen waste rotted down, and a toilet

There were many churches (or 'minsters') in York, some from the Anglo-Saxon era and others from the Viking age. The present York Minster was first built in the late eleventh century. It replaced a stone Anglo-Saxon church that was destroyed in 1069

A range of goods arrived in

York: walrus ivory (from the

Arctic regions), amber (a yellow-

orange precious stone from the

Baltic region), and wine (from

the Rhineland in modern day

Germany). Spices and perfumes

were probably imported too.

York grew in size under the

who travelled thousands of miles buying and selling. They travelled by sea and sometimes overland, reaching Russia, Constantinople (Istanbul in modern-day Turkey) and Baghdad (in modern-day Iraq).

There was an area just outside York called Brettegate. meaning the 'street where the brought to York from Cumbria by Vikings to work as servants and enslaved people.

Highly skilled tradespeople worked in York: beads, rings, necklaces and brooches were created from amber and gold.

Many Vikings were merchants

Britons lived'. It is thought that Celtic Britons lived here,

Some homes had two storeys, with a two-metre deep storage area under the main living area.

The wooden-framed homes were single-storey with wattle (sticks woven together) and daub (mud and straw) walls, and a thatched straw roof. They were typically seven metres long and five metres wide

The Vikings repaired some of the old Roman walls and built new defences



A mint is a place where coins are made. York's mint was the only one in the region, and it shows the financial importance of the city.

Raw materials travelled many miles to reach craftsmen in York: copper and lead from the Pennine Hills in northern England, tin from Cornwall, and gold and silver from Europe. There is evidence that there were strong trading links with France, the Low Countries and the Rhineland (in modern-day Germany).

#### important port that linked the northern part of the Danelaw with the rest of the known world.

Vikings. It became an





#### The impact of the Normans

#### The impact of the Normans



#### Culture

French was established

power. Part of the reason

we have more than one

word for the same thing

in English is because of

the Norman Conquest:

both the word of French

origin and the word of

Old English origin are

still in use today. For

and 'kingly' (English),

'country' (French)

'in love' (English).

The Normans set the

fashion for names and. today, some of our

most common names

have Norman roots:

for example, Richard,

for 'son of'.

William and John. This

applies to surnames too:

'Fitz' is the Norman word

and 'land' (English),

'amorous' (French) and

example: 'royal' (French)

as the language of

The feudal system was introduced. All land belonged to William and he gave it to noblemen in return for taxes and soldiers during times of war. Most of the land was given to Normans; by the time of the Doomsday Book, only five per cent of England was in the hands of English nobles. This system of control would last for centuries and it enabled the Normans to control England from the south.

William ordered churches and monasteries to be built. They became the centre of life in towns and villages and helped William maintain control. The importance of the Christian Church in England would last for centuries.

The Normans introduced new laws to maintain control over the English. For example, murdrum fines were introduced to severely punish the English if a Norman was found to have been killed. The English villagers or townsfolk needed to prove the victim was English or they would all be punished with a very heavy fine.



#### **Built environment**

The Normans built castles throughout England. These protected the Norman rulers and gave them a base from which to control the local area. The Normans were Christians and many cathedrals and monasteries were constructed at this time too.

Villages were wiped out during the Harrying of the North, a series of campaigns that took place over the winter of 1069-70 to establish control over northern England, William used brutal tactics to put down rebellions. He ordered whole villages to be burned to the ground and all the inhabitants to be killed.



#### The economy

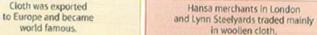
In 1086, the Normans created the Doomsday Book, a record of who owned all the land in the country and how much it was worth. This allowed William to develop a new tax system, which increased the money paid to the monarch.

Craft guilds were introduced. These were groups of artisans, skilled workers who all made the same thing by hand. They controlled who was allowed to carry out business in England.

Towns, such as Southampton, Bristol and Lincoln, grew as trade links with France strengthened.

Huge numbers of sheep were kept for wool. Flemish and Italian merchants buying English wool were familiar figures in the wool markets of Norman England.





Cloth-makers and merchants became wealthy and the Crown profited from the trade because of taxes on exports and imports.

Cloth became England's main source of wealth as trade with Europe grew.

The economy moved from a primary one based on raw materials to a secondary, manufacturing one.

England became a key European trading centre.

Trade increased with Hanseatic

League cities around the North and

Baltic seas and onward to

Inland Europe.

Merchants grew wealthy and invested money

in the Lombardy banks; income to the Crown,

through tax on imports and exports, increased.

Lombardy bankers' financial skills started to turn London into an international financial market. Words like bank, credit and debit come from Italian words.

Loans to Edward III helped fund

English forces in the Hundred Years' War

(1337-1453) fought in Europe.

