

Subject Revision Year 10

Learning Question:



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

Learning Question:



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. [AQA | Science | GCSE | GCSE Science](#)
- - www.senecalearning.com (online). Log in using Microsoft (school login).
- - www.sparxscience.com (online). Log in using Microsoft (school login).
- - www.Physicsandmathstutor.co.uk for revision notes, mind maps, topic-based exam question bundles and mark schemes.
- - [\(15\) Malmesbury Education - YouTube](#) channel for any required practicals.

Learning Question:



Biology

Topic	Content	Done
Cell Biology	Eukaryotes and Prokaryotes	
	Animal & Plant Cells	
	Cell Specialisation	
	Cell Differentiation	
	Required Practical: Microscopy	
	Cell Division — Chromosomes	
	Mitosis & Cell Cycle	
	Stem Cells	
	Diffusion	
	Required Practical: Osmosis	
	Active Transport	
Organisation	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.	
	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	

Learning Question:



Physics



Energy	Energy Stores & Systems	
	Changes In Energy	
	Energy Changes in Systems	
	Required Practical: Specific Heat Capacity	
	Power	
	Energy Transfers in a System	
	Efficiency	
	National & Global Energy Resources	
Electricity	Standard Circuit Diagram Symbols	
	Electrical Charge & Current	
	Current, Resistance & Potential Difference	
	Required Practical: IV Characteristics	
	Resistors	
	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
Atomic Structure and the Periodic Table	Atoms, Elements & Compounds	
	Structure of the atom	
	Electronic Structure	
	Isotopes	
	History of the Atom	
	The Periodic Table	
	Development of The Periodic Table	
	Metals & Non-Metals	
	Group 0, Group 1 and Group 7	
Bonding, Structure and Properties of Matter	Chemical Bonds	
	Ionic Bonding	
	Ionic Compounds	
	Covalent Bonding	
	Metallic Bonding	
	The Three States of Matter	
	State Symbols	
	Properties of Ionic Compounds	
	Properties of Small Molecules	
	Polymers	
	Giant Covalent Structures	
	Properties of Metals & Alloys	
	Metals As Conductors	
	Diamond	
	Graphite	
	Graphene & Fullerenes	

Learning Question:



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

Learning Question:



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

Learning Question:



Food Preparation and Nutrition

Topics		Self Assessment		
		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			

Topics		Self Assessment		
		Red	Amber	Green
science of cooking	Function of eggs			
	Function of sugar			
	Function of flour			
	Denature			
	Coagulation			
	Binding			
	Shortening			
	Caramelisation			
	Stabilises			
	Fermentation			
	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.

Learning Question:



Assessment Objectives

AO1 EXPLORE
BEGIN TO LINK A
THEME IMAGES
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK
RESEARCH

AO2 EXPERIMENT
WITH A
RANGE
OF MEDIA
TEXTILES
CLAY
MIXED MEDIA
PHOTOGRAPHS
OIL PASTEL
PEN AND INK

AO3 IDEAS
LINKING TO
ARTISTS WORK
OBSERVATIONAL
DRAWINGS
ALL ARTWORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA ANNOTATION

AO4 FINAL
MEANINGFUL
PIECE OF WORK
INFORMED
SHOW UNDERSTANDING
RESPONSE
LINK BETWEEN
VISUALS AND ARTISTS
PRESENTATION
RELEVANT

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.

AO2 Media

Materials used to create a work of art.

AO2 Techniques

The way you use media.

AO2 Processes

The way you do something.

AO3 Record

Capturing your ideas (drawings, photographs, sketches, collected images, objects, materials, annotation).

AO4 Personal Response

Belonging to or affecting you rather than anyone else. The art you create 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/subjects/z6hs34j

www.pinterest.co.uk

www.studentartguide.com

www.tate.org.uk

www.royalacademy.org.uk

www.nationalgallery.org.uk

Learning Question:



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.

Learning Question:



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:

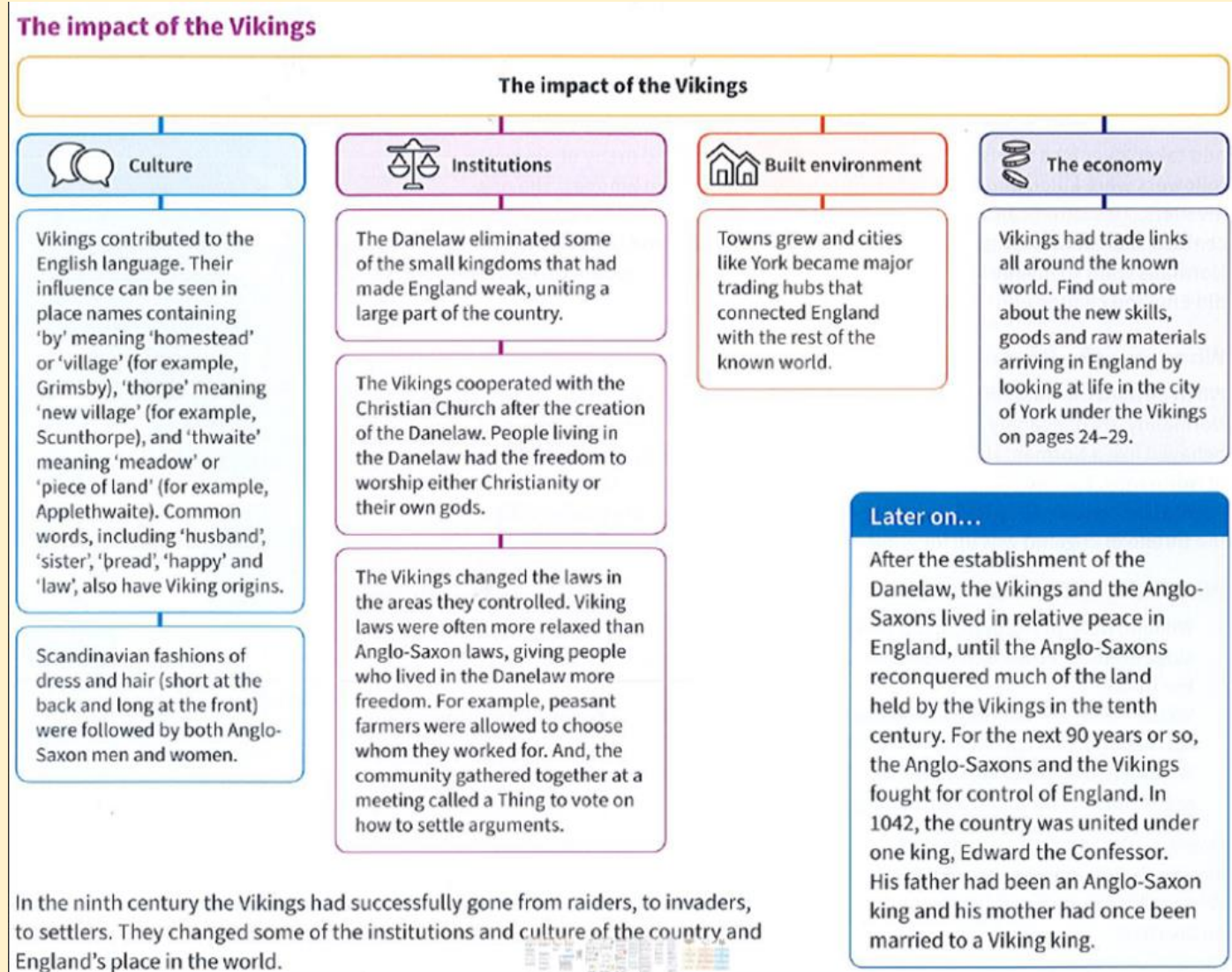
- Come into each assessment session knowing what you are going to write
- Make sure to focus specifically on the life stages/factors/life event in the task
- In preparation for resubmission, do further research to help you expand on each of your paragraphs (you can't take written research into the assessment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

Learning Question:



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.



Learning Question:



- ☐ TRADE IN VIKING YORK
- ☐ INDUSTRY IN VIKING YORK
- ☐ HOMES IN VIKING YORK
- ☐ RELIGION IN VIKING YORK

A glassmaker's workshop: the Vikings made glass

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

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

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

Many Vikings were merchants 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).

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

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.

There was an area just outside York called Brettegata, meaning the 'street where the Britons lived'. It is thought that Celtic Britons lived here, brought to York from Cumbria by Vikings to work as servants and enslaved people.

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.

York grew in size under the Vikings. It became an important port that linked the northern part of the Danelaw with the rest of the known world.

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

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).

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

Learning Question:



The impact of the Normans

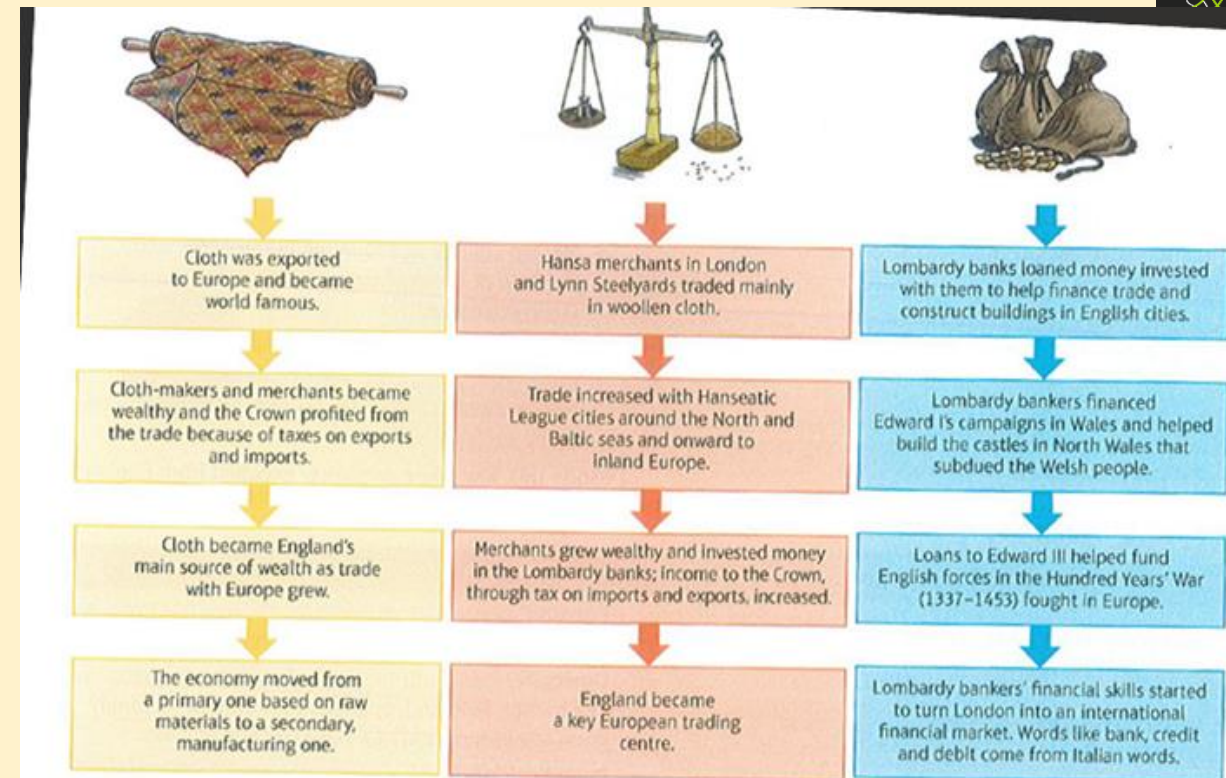
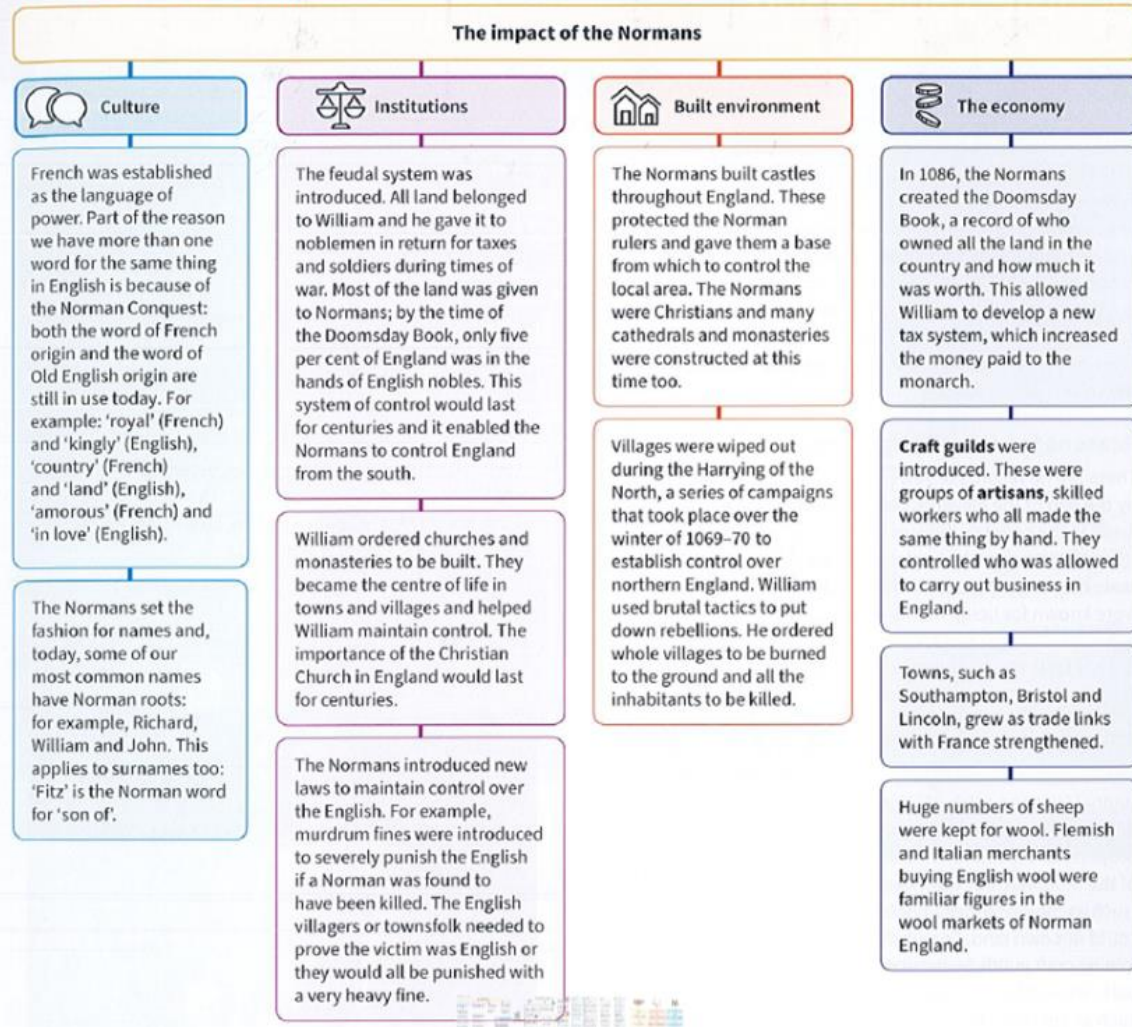


Figure 1.24 How weavers, merchants and bankers changed England's economy

Learning Question:

