



SAINTS PETER AND PAUL  
CATHOLIC HIGH SCHOOL



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# Year 11 Learning Plan Spring 2021



# INTRODUCTION

This booklet contains learning plans that have been produced by your teachers to help you prepare for your portfolio pieces. The booklet contains plans for all subjects, all you have to do is use the plans for the subjects on your timetable.

Each learning plan will tell you **ALL** the topics and skills that will be covered in your portfolio pieces.

You should use your learning plans to;

- Revise and prepare at home for a portfolio piece.  
Prepare for any future lessons in school by going over the topics and skills covered in the learning plan for that subject

Although these are easy to use and you will be able to start using them straight away, a planned programme will be taught in form time and PD lessons that will show you;

- The best way to use your learning plan
- How you can manage your time over the coming weeks
- The best way to prepare for portfolio pieces at home  
How to manage any worries or anxieties you may have

Also in your subject lessons your teacher will show you how to use your learning plan in that subject

**If you use these learning plans to help you revise and prepare, both in school and at home, you will give yourself the best chance of getting the best possible grade you can.**

*Mr P Boulton*

**Vice Principal**

# CORE GCSE SUBJECTS

## ENGLISH LANGUAGE

- **Paper 1 Section B (Question 5)**

### **Explorations in creative writing**

**Task** : Produce a piece of descriptive writing about an image. 40 marks (24 content/ 16 Spelling and grammar) 45 minutes

*Revise: sentence openers, ambitious vocabulary, sentence types, punctuation types, metaphors, similes and extended metaphors Use Mr Bruff videos on You Tube to help*

- **Paper 1 Section A Questions 2 and 4**

**Task**: Question 2—How does the writer use language to... (8 mark question) 10 minutes

Question 4—Evaluation question 'A student said about the text '...'. How far do you agree? (20 mark question) (20-25 minutes)

*Revise—PETER paragraphs structure. Use Mr Bruff and BBC Bitesize to help*

- **Paper 2 Section B Question 5— Writers' Viewpoints and Perspectives**

Produce a piece of writing that offers your viewpoint about a relevant topic. 40 marks (24 content/ 16 Spelling and grammar) 45 minutes

*Revise: sentence openers, ambitious vocabulary, sentence types, punctuation types, AFORESTPIE techniques. Use Mr Bruff videos to help.*

- **Paper 2 Section A—Question 4 Comparison Question**

Compare the perspectives that that both writers show towards...

*Revise PETERCPETER*

## ENGLISH LITERATURE

- **Paper 1—Shakespeare and the 19th Century Novel**

### **Section A— Romeo and Juliet**

**Task** : An essay about either a key theme or character in the play. *Revise key quotations, academic openings, contextual information, character information—Romeo, Juliet, Lord Capulet, Tybalt Themes—violence and love*

### **Section B—'A Christmas Carol'**

An essay about either a key theme or character in the play

*Revise : key quotations, academic openings, contextual information, character information—the ghosts and Scrooge Themes—regret, family, greed, class, poverty*

**For both literature pieces, use Seneca learning to help you revise.**

**Also use your revision guides.**

# MATHEMATICS

Each portfolio piece will contain the assessment objectives according to the mathematics specification:

Data	Interpreting and using averages and range (from lists and frequency tables), Construct a frequency polygon
Algebra 1	Coordinates, Straight line graphs, Sequences, Recognising graphs, Plotting and using quadratic graphs, Reciprocal graphs
Algebra 2	Substitution, Function machines, Forming algebraic expressions and equations, Simplifying expressions, Representing and solving inequalities, Solving linear equations
Number 1 (non-calc)	Types of number, Indices, Fractions, Decimals
Number 2	Ratio, Percentages, Standard form, Limits of accuracy
Geometry 1	Angle facts (including angles in parallel lines, angles in polygons), Pythagoras
Geometry 2	Volume , Surface area, Area, Perimeter

**AO1** - Use and apply standard techniques

**AO2** - Reason, interpret and communicate mathematically

**AO3** - Solve problems within mathematics and in other contexts

## Useful websites

Video tutorials and accompanying worksheets available for every topic listed above can be found on [www.hegartymaths.com](http://www.hegartymaths.com) and [www.corbettmaths.com/contents/](http://www.corbettmaths.com/contents/)

# RELIGIOUS EDUCATION

TOPIC	AREA OF FOCUS
<b>Religion, relationships and families</b>	Catholic views on homosexuality
	Divorce
<b>Creation</b>	The Creation story through art
	Stewardship
<b>Incarnation</b>	Abortion
	Sheep and Goats
<b>Judaism</b>	Sanctity of human life
	The Synagogue, Ten Commandments and Worship
<b>Peace and Conflict</b>	Terrorism
	Nuclear weapons
<b>Trinity</b>	Value of the Trinity today
	Mission and Evangelism
<b>Kingdom of God</b>	Pilgrimage
	The 3 expressions of the Kingdom

## RESOURCES TO SUPPORT REVISION:

AQA REVISION GUIDE (if you haven't purchased one already, don't worry. Just tell your teacher and we will let you borrow one to support your portfolio work)

BBC Bitesize

Knowledge Organisers (these will be available on TEAMS so that you can refer to them at any point during your revision)

# SCIENCE

## **Biology**

### **4.1 Cell Biology**

Eukaryotes & Prokaryotes, Animals & Plant Cells, Transport in Cells

### **4.4 Bioenergetics**

Photosynthesis, Factors Limiting Photosynthesis, Respiration

### **4.7 Ecology**

Adaptations, Communities & Interdependence, Abiotic & Biotic Factors, Biodiversity & Maintaining Biodiversity

## **Chemistry**

### **5.1 Atomic Structure**

Atoms Elements & Compounds, Development of the History of the Atom, Relative Charges & Masses of Subatomic Particles. Relative Atomic Mass, Electron Configuration.

### **5.1 Periodic Table**

Development of the Periodic Table, Metals & Non-metals, Group 1, Group 7, Group 0.

## **Physics**

### **6.5 Forces**

Forces & Motion, Speed, Distance-Time Relationship, Forces & Braking, Stopping Distance, Factors Affecting Braking Distance

### **6.4 Atomic Structure**

Structure of the Atom, Isotopes, Atoms & Nuclear Radiation, Nuclear Decay, Half lives, Nuclear Equations.

### **6.1 Energy**

Energy Stores & Systems, Energy Transfers, Efficiency, National & Global Energy Resources

[My GCSE Science - Premium video tutorials, exam-style questions and revision resources \(my-gcscience.com\)](https://www.my-gcscience.com)

Use of Knowledge Organisers available on Teams

# WELL BEING

**During these uncertain times and in this new way of working it is so important to look after yourself and your well-being.**

**Feeling overwhelmed? Try some of these tips to help:**

- Talk to people. Confide in someone you trust and explain how you are feeling. A problem shared is a problem halved.
- Manage your time effectively. Create a revision timetable and ensure you prioritise areas that you need any extra support in.
- Take regular breaks from your school work. Try and get outside for a walk or some exercise it really does help and then you will find you can refocus better when you return to your studies.
- Make sure you set time aside to do things you enjoy including any hobbies.
- Set yourself priorities, goals or to do lists. Some people find it really helpful and can then tick off what they have achieved.
- Do something that helps you to relax; reading, listening to music, yoga, meditation, taking your dog out, take a long bath, have a good chat with your friends, whatever helps to allow you to switch off from your school work.
- Get a good night's sleep – adequate sleep fuels your mind as well as your body.
- Eat a healthy diet. Try to avoid too much sugar like sweets and energy drinks these can lead to a crash in mood and energy when the initial sugar rush wears off.
- Try to focus on the positive and what you CAN do rather than what you can't do. Take a moment to reflect on all the things you appreciate in your life including your own positive qualities and gifts. This strategy can help keep things in perspective.
- Keep your sense of humour, laugh. The act of laughing helps your body to fight stress in a number of ways.

**Remember you can't eliminate stress from your life but you can control how much it affects you.**

# OPTION SUBJECTS

## GEOGRAPHY GCSE

- Revision urbanisation 1–The mass movement to megacities
- Revision urbanisation 2-Newly Emerging Nigeria
- Revision urbanisation 3-Case study Makoko & 9 mark BUG technique
- Revision Challenge of natural hazards 1-plate boundaries
- Revision Challenge of natural hazards 2- Earthquakes
- Revision Challenge of natural hazards 3-Case study Typhoon Haiyan; Tropical storms 9 mark BUG technique
- Revision Challenge of natural hazards 4-Causes and evidence of climate change
- Revision living world 1-Key concepts of an ecosystem
- Revision living world 2-Hot deserts-Distribution; factors affecting; development
- Revision living world 3 –Case Study Thar desert challenges and opportunities & 9 mark BUG technique
- Revision UK landscapes 1- River Processes/profiles of a river & resultant landforms
- Revision UK landscapes 2- Coastal Processes/profiles of a river & resultant landforms-6 mark BUG technique
- Revision Challenge of natural resources 1-Changing energy mix
- Revision Challenge of natural resources 2-Water supply and demand in the UK

### Websites:

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

<https://www.internetgeography.net/>

[https://www.google.com/search?](https://www.google.com/search?q=s+cool+geography&rlz=1C1GCEB_enGB917GB917&oq=s+cool+geography&aqs=chrome..69i57j0i22i30l3j69i64.3335j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on)

[q=s+cool+geography&rlz=1C1GCEB\\_enGB917GB917&oq=s+cool+geography&aqs=chrome..69i57j0i22i30l3j69i64.3335j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on](https://www.google.com/search?q=s+cool+geography&rlz=1C1GCEB_enGB917GB917&oq=s+cool+geography&aqs=chrome..69i57j0i22i30l3j69i64.3335j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on)

### Video links:-

<https://timeforgeography.co.uk/>

Voice over Pwp-this will be provided each week by Mrs Robertson and will be set on assignments in teams.

Revision books-Green CGP and White Oxford revision books

# HISTORY GCSE

Students will complete four assessments, covering a range of historical skills across the three GCSE Units.

They will cover key knowledge and skills in class before completing their final portfolio piece on the dates set out below.

Students who already have a revision guide may use it to help prepare, however we do not recommend purchasing one at this point, as all necessary revision resources will be provided in class.

For independent revision, we recommend [www.senecalearning.com](http://www.senecalearning.com), which is an excellent resource and free to access.

Date	Topic	Revision Resources
Tues 30 <sup>th</sup> March (Y classes) Wed 31 <sup>st</sup> March (X classes)	Conflict & Tension: Terms of the Treaty of Versailles	Revision Guide Page 14-15 Seneca <b>History: AQA GCSE Conflict &amp; Tension: The Inter-War Years, 1918–1939</b> Section 1.2 <a href="https://app.senecalearning.com/classroom/course/5246eab3-a6d8-425b-bc0c-b0345a361d94">https://app.senecalearning.com/classroom/course/5246eab3-a6d8-425b-bc0c-b0345a361d94</a>
Fri 30 <sup>th</sup> April	Germany: Persecution of the Jews	Revision Guide Pages 40-41, 46-47, 48-52 Revision Guide Seneca <b>History: AQA GCSE Germany, 1890–1945</b> Sections 3.2 and 3.3 <a href="https://app.senecalearning.com/classroom/course/423aecc0-2148-11e8-a674-f7eed705ce6">https://app.senecalearning.com/classroom/course/423aecc0-2148-11e8-a674-f7eed705ce6</a>
Fri 14 <sup>th</sup> May	Medicine: 18 <sup>th</sup> & 19 <sup>th</sup> Century Surgery; Hospitals	Revision Guide Pages 32-35 Seneca <b>History: AQA GCSE Health &amp; the People</b> Section 3.2 <a href="https://app.senecalearning.com/classroom/course/f635b740-3710-11e8-a1ec-d1c197cb140b">https://app.senecalearning.com/classroom/course/f635b740-3710-11e8-a1ec-d1c197cb140b</a>
Fri 28 <sup>th</sup> May	TBA – Students will be informed of the topic for this at a later date, depending on what evidence is needed to complete their individual portfolio.	TBA

# ART AND DESIGN

Each student will initially complete any unfinished work on their current project including a resolved piece. Students will have a review with their class teacher of ALL their coursework to identify what evidence they have for each assessment objective.

AO1– Develop their 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 observation's and insights relevant to intentions as work progresses.

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

Students will work individually to build on the identified gaps to ensure there is a strong submission of work across all the assessment objectives for their best work portfolio.

# GCSE BUSINESS STUDIES

Within GCSE Business students will be revisiting and completing portfolio evidence on the topics below:

## **Production Efficiency**

Operations Management

Methods of production

Lean Production/JIT/JIC

Suppliers, Logistics and Procurement (Supply Chains)

## **The Concept of Quality and Customer Services**

### **Quality**

Quality issues

TQM

Benefits and Drawbacks of Maintain Quality

### **Customer Services**

Methods of good service

Benefits and Drawbacks of Good Customer Service

Dangers of Poor Customer Service

CT and Customer Service

## **Recruitment and Selection of Employees**

### **Recruitment and Selection**

The need for recruitment

Methods of recruitment and selection of employees

Contracts of employment

### **Revision Materials**

Microsoft Teams - Business Section – PDF Version of Each Section of the Revision Guide <https://www.bbc.co.uk/bitesize/examspecs/zvwb382>

# CONSTRUCTION

## Topics/Content/Units to be covered

### Unit 1: Health and Safety

- Different legislation, e.g. The Health & Safety at Work Act 1974
- Fire extinguishers—Which to use for what fire type.
- Safety signs
- The role of the HSE
- Security on a construction site. Keep the site, tools and equipment secure.
- Security of electronic devices. Using passwords, etc.
- RISK ASSESSMENT
  - Identifying HAZARDS
  - Specific RISKS
  - Using CONTROL MEASURES to reduce risk

### Unit 3: Planning construction projects

- The different job roles in the construction industry...
  - What do they do? What materials do they use?
  - What do they make? Or fix?
  - What are their Health and Safety responsibilities?
- What factors can affect the successful completion of a construction project?

### Unit 2: Controlled Assessment / Coursework

- Complete the making of the window frame
- Complete the portfolio showing the planning, making and evaluation of the window frame.

### Useful resources to support revision

- Class notes

# COMPUTER SCIENCE

## 1.2 Memory

RAM

ROM

Virtual Memory

## 1.3 Secondary Storage

Storage types

Cloud Storage

Considerations when purchasing storage

## 1.6 System Security

Threats to data

Threats to a network

Preventions

Monitoring a network

## 1.8 Ethical, Legal, Moral and Cultural

Stakeholders

Ethical considerations

Advancements in technology

How to complete 12 mark question

NEA Programming a dice game

How to use Python

Sequence

Selection

Iteration

## **Useful resources to support revision**

Collins GCSE Computer Science revision book

Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))

Links to dedicated webpages available on Teams

# DT

## Topics/Content/Units to be covered

### Unit 1a: Core technical principles

- Renewable energy
- Planned obsolescence
- Smart materials
- Basic electronic components
- Metal alloys

### Unit 1b: Specialist technical principles

- The conversion of timber (from tree to stock form)
- Producing plastics (fractional distillation)
- Mass production—with examples of products
- Batch production—with examples of products
- The environmental impact of designing and manufacture of products

### Unit 1c: Designing and making principles

- The ERGONOMICS of a product
- The FUNCTIONALITY of a product
- The INNOVATION of a product
- Writing a DESIGN SPECIFICATION for an intended user
- Drawing in 2 point perspective

### Unit 2: Non-Examination Assessment (NEA)

Complete the following sections of your portfolio...

- Section A: Identifying and researching design possibilities
- Section B: Design brief and specification
- Section C: Generating design ideas
- Section D: Developing design ideas

### Useful resources to support revision

AQA Revision guide

Focus software (see link on Teams)

[Www.technologystudent.com](http://www.technologystudent.com)

# L1&2 HOSPITALITY AND CATERING

Students will be assessed in the main areas of food planning, nutrition and food production. Students will be planning and taking part in a practical examination with the following assessment areas as the assessed exam criteria;

**Hospitality and Catering in Action**-Coursework and practical—60% of overall grade focusing on;

- Food and nutrition
- Food audiences and their needs including deficiencies and health
- Food planning and HACCP in food production
- Food practical examination and skills assessment—3hours.

Students will also be assessed on their knowledge of Hospitality and Catering and business and customers—this is worth the remaining 40% of their overall grade. This will focus on assessed pieces of work in areas of;

- Food safety and equipment in the industry
- Staffing and hierarchy and job roles in the industry
- Provisions and services and customer needs in the industry

## GCSE FOOD PREPARATION AND NUTRITION

Students will be assessed in the main areas of food science and nutrition including food skills and practical techniques. Students will complete an assignment brief set by the exam board in which they will research, plan and cook a range of meals suitable at meeting the design situation. Assessment will be on the following areas;

**Food and Nutrition**-Coursework and practical exam– 50% of overall grade focussing on;

- Research into the brief and menu planning to suit a given scenario
- Recipe planning and trialling of dishes
- Production planning and HACCP in food production
- Practical examination
- Evaluation of outcome

Students will also be assessed on their theory knowledge—50% of their grade in areas of;

- Food science and the impacts of heat on ingredients
- Food and nutrition and impacts on diet and Health
- Food audiences and their needs
- Factors affecting food choice

# TRIPLE SCIENCE

**You must cover all sections of Combined Science plus the following:**

## **Biology**

Triple Science pupils need to revise all of the combined science topics along with the following extra content:

4.6.3.2 - Speciation

## **Chemistry**

Triple Science pupils need to revise all of the combined science topics along with the following extra content:

4.1.3 - Transition Metals

## **Physics**

Triple Science pupils need to revise all of the combined science topics along with the following extra content:

## **11S GROUP: BIOLOGY ONLY**

### **4.1 Cell Biology**

Eukaryotes & Prokaryotes, Animals & Plant Cells, Transport in Cells

### **4.4 Bioenergetics**

Photosynthesis, Factors Limiting Photosynthesis, Respiration

### **4.7 Ecology**

Adaptations, Communities & Interdependence, Abiotic & Biotic Factors, Biodiversity & Maintaining Biodiversity

### **4.2 The Heart**

**The heart** and blood vessels, coronary heart disease, the effect of lifestyle on some non-communicable disease

[My GCSE Science - Premium video tutorials, exam-style questions and revision resources \(my-gcscience.com\)](https://www.my-gcscience.com)

Use of Knowledge Organisers available on Teams

# FRENCH GCSE

## Writing 1: Free Time

For this assessment, you must make sure you can:

Write forty words on the topic of Free Time

Translate some sentences on the topic of Free Time across two tenses

Write 90 words on the topic of Free Time across a range of tenses

Translate a short paragraph on the topic of Free Time

## Writing 2: Holidays

For this assessment, you must make sure you can:

Write four sentences to describe a photo

Write between 90-150 words on the topic of holidays

Describe your holidays in as many different tenses as possible, including the journey

Give opinions on holidays abroad and in the UK

Give opinions on holidays in general (positives and negatives)

## Reading and Listening 1: My Town

For this assessment, you must make sure you revise:

Rooms in the house

Directions and prepositions

Activities in your town

Positives and negative about your town

Description of your town

Problems in your town

## Reading and Listening 2: My School

For this assessment, you must make sure you revise:

Opinions on school subjects, school facilities, homework and teachers

Future plans for after school

School rules and expectations

Problems in school

## Useful Resources:

Vocabulary banks

Knowledge Organizers for Holidays, Free Time, Town and School

[www.memrise.com](http://www.memrise.com), [BBC Bitesize](http://BBC Bitesize), [Quizlet](http://Quizlet)

# Creative/iMEDIA

## Coursework

### R082—Digital Graphics

Explain the purpose and properties of digital graphics

Plan and design the creation of a digital graphic

Create a digital graphic to meet a client brief

Review a digital graphic in relation to a client brief

Coursework to be completed in TEAMS in class. This can be accessed and improved at home

R081—Exam Unit

## Topics

### Pre-production documents

Pre-production documents

Mind maps

Visualisation Diagrams

Moodboards

Scripts

Storyboards

### Hardware and Software

Health & Safety

### Useful Resources

Practice questions (with answers)

<https://quizizz.com/admin/quiz/5d6d280136367a001afbd45f/imedia-documents>

<https://quizizz.com/admin/quiz/5cb9e75ad1e97f001aee0da1/creative-imedia-ocr-cambridge-nationals-r081-lo1>

<https://quizizz.com/admin/quiz/5b15af4c8eec3c00192132b4/bedford-r-revision>

# MUSIC

**Component 1: Listening and Appraising Exam**-Students will be assessed on their ability to evaluate the music heard in the exam and demonstrate knowledge and understanding of musical elements and musical language. Section A will consist of questions covering all areas of study. The areas of study are:

Area of Study 1: The Western Classical Tradition 1650 – 1910 (The Coronation Anthems and Oratorios of Handel, The Orchestra Music of Haydn, Mozart and Beethoven, The piano music of Chopin and Schumann, The Requiem of the late Romantic period.)

Area of Study 2: Popular Music (Music of Broadway 1950s to 1990s, Rock music of 1960s and 1970s, Film and computer gaming music 1990s to present, Pop music 1990s to present.)

Area of Study 3: Traditional Music (Blues music from 1920–1950, Fusion music incorporating African and/or Caribbean, Contemporary Latin music, Contemporary Folk music of the British Isles.)

Area of Study 4: The Western Classical Tradition from 1910. (The Orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell-Davies and Taverner, The orchestral music of Zoltán Kodály and Béla Bartók , Minimalist music of John Adams, Steve Reich and Terry Riley.)

**Component 2: Performance** - A solo instrument/voice with accompaniment/backing track where the student has a substantial solo part lasting a minimum of 2 minutes in length. The chosen piece can be from any genre of music.

**Component 3: Composition** - Students must compose a freely composed piece of music in the style of the blues. The composition must be assessed on the student's ability to demonstrate • Creative and effective selection and use of musical elements alongside appropriate selection and use of musical elements (to the compositional intention).

**Useful Resources to Support Revision:** Year 11 Revision Guide 2020-2021 (Provided by the department, available on Teams and One Drive.) Exam Tips and Tricks (Provided by the department, available on Teams and One Drive.) · [www.teoria.com/en/exercises](http://www.teoria.com/en/exercises) · GCSE Music - BBC Bitesize

# DANCE

## Topics/Content/Units to be covered

### Component 1: Exploring Performing Arts

#### LAA Examine Professional Practitioners Performance Work

##### Task 1: Creative Intentions

- Styles
- Stimulus
- Themes
- Purpose
- Structure/ Narrative
- Influences- contextual & from others

##### Task 2: Production Elements

- Set design
- Lighting
- Costume
- Sound/ Music

##### Task 3: Role and Responsibilities

- Of a Dancer
- Of a Choreographer OR Costume Designer

#### LAB Explore the Interrelationships between constituent features of existing performance material

##### Task 1: Choreographic process

- Deciding the scale/ type of the production
- Using previous training/ experience
- Gathering Ideas
- Developing ideas
- Communicating Intentions
- Creating motifs
- Developing motifs- adding choreographic devices to make the dance look more interesting
- Refining material- making further changes to the choreography & perfecting the performance
- Running rehearsals
- Creating relationships with dancers
- Working with production teams
- Creating an effective product

# DRAMA

## Component 2 ‘Performing Texts’

*Learning Aim B: Apply skills and techniques in rehearsal and performance*

Acting students will work practically in a small group to explore and perform an extract from the play ‘DNA’ by Dennis Kelly. The final assessment will be a filmed performance of their chosen extract. Students will be assessed on their ability to show their understanding of the play and their character through their performance skills. They will need to show a range of vocal and physical skills during their performance and accurately portray their character.

Design students will work with a group of acting students to design either the costume or sound for the performance. They will realise their designs in the final performance and provide a PowerPoint presentation explaining their designs and ideas. Through their designs, students will be assessed on their ability to show their understanding of the play, knowledge of technical theatre and how their chosen design element works in a performance. They will need to show technical accuracy and creativity in either the sound or costume for the group performance.

**Resources to support the assessment are saved in Files in each class channel on Microsoft Teams:**

‘DNA’ Study Guides

‘DNA’ Script

[Performing characters - BBC Bitesize](#)

[Vocal interpretation of a character - BBC Bitesize](#)

[Physical skills for interpreting a character - BBC Bitesize](#)

[Scripted drama - BBC Bitesize](#)

[Performance skills - BBC Bitesize](#)

[Interpreting and staging a scene - BBC Bitesize](#)

[dna national theatre - Bing images](#)

[Secondary Drama - YouTube](#)

# HEALTH AND SOCIAL CARE

## Topics/Content/Units to be covered

### Unit R023: Body Systems and Disorders

Task 1: Structure and function of body systems

- Structure and function of the cardiovascular system
- Structure and function of the respiratory system
- Structure and function of the digestive system (including labelled diagrams)

### Task 2: Body System Disorders

- Disorders of the cardiovascular system, including description, symptoms and diagnosis
- Disorders of the respiratory system, including description, symptoms and diagnosis
- Disorders of the digestive system, including description, symptoms and diagnosis

### Unit R031: First Aid

Task 1: Assessing the Scene

- How to assess dangers to the casualty, first aider and others at the scene of an accident
- How the area can be made safe
- When obtaining informed consent, how do you communicate clearly
- To know when and how to seek additional support
- Information that should be provided to emergency services

### Useful resources to support revision

[www.nhs.uk/conditions/](http://www.nhs.uk/conditions/) ([Health A to Z - NHS \(www.nhs.uk\)](http://www.nhs.uk/conditions/) )

[www.nhs.uk/conditions/first-aid/](http://www.nhs.uk/conditions/first-aid/) ([First aid - NHS \(www.nhs.uk\)](http://www.nhs.uk/conditions/first-aid/) )

[Www.sja.org.uk](http://www.sja.org.uk) ([First Aid Courses, Advice & Volunteering | St John Ambulance \(sja.org.uk\)](http://www.sja.org.uk) )

[Www.redcross.org.uk/first-aid](http://www.redcross.org.uk/first-aid) ([British Red Cross first aid resources](http://www.redcross.org.uk/first-aid) )

# SPANISH

## Writing 1 Holidays

For this assessment, you must make sure you can:

- Write four sentences to describe a photo
- Describe your holidays in as many different tenses as possible
- Give opinions on holidays abroad and in the UK
- Give opinions on holidays in general (positives and negatives)
- Translate a short paragraph on free time

## Writing 2: Free Time

For this assessment, you must make sure you can:

- Write forty words on the topic of free time
- Translate some sentences on the topic of free time across two tenses
- Write 150 words on free time activities in a range of different tenses

## Reading and Listening 1: My Town

For this assessment, you must make sure you revise:

- Rooms in the house
- Directions and prepositions
- Activities in your town
- Positives and negative about your town
- Description of your town
- Problems in your town

## Reading and Listening 2: My School

For this assessment, you must make sure you revise:

- Opinions on school subjects, school facilities, homework and teachers
- Future plans for after school
- School rules and expectations
- Problems in school

## Useful Resources:

Vocabulary banks

Knowledge Organizers for Holidays, Free Time, Town and School

[www.memrise.com](http://www.memrise.com)

BBC Bitesize

Quizlet

# OCR SPORT STUDIES

## Topics/Content/Units to be covered

Unit R053: Leadership in Sport

Task 1:

- Roles and responsibilities of 2 leaders
- Make comparisons against both leaders

Task 2:

- Plan a sport session
- Complete a risk assessment
- Complete an emergency procedures plan

Task 3:

- Lead a sports activity session

Task 4:

- Evaluate the session
- Identify strengths, weaknesses and areas for improvement

Unit R056: Developing knowledge and skills in outdoor activities

Task 1

- Demonstrate knowledge and skills during 2 outdoor activities **DE**

## Useful resources to support revision

- Knowledge organisers and feedback sheets
- Model answers
- Class notes

# BTEC TECH AWARD BUSINESS/ENTERPRISE

## Planning a Micro Enterprise

Component 2 – Planning for and Pitching a Micro Enterprise

In this piece of portfolio evidence students will analyse three potential business ideas to start up their own small micro enterprise. For one of these micro enterprises they will then create a business plan that could be presented to potential business investors.

## Revision/Guidance Materials

Microsoft Teams - Business Section – Within their lesson areas students can find exemplar work, support frames and a business plan template to help them complete this task.

Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
A.2D1	Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research.
A.2M1	Prepare a detailed, realistic and well-structured plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research.
A.2P2	Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea.
A.2P1	Describe three potential ideas for micro-enterprise activities obtained using market research.
A.1M2	Prepare an outline plan for a final micro-enterprise activity, giving some reasons for choice of final idea.
A.1M1	Outline three potential ideas for micro-enterprise activities, using market research.
A.1P2	Prepare an outline plan for a final micro-enterprise activity.
A.1P1	Identify three potential ideas for micro-enterprise activities, using market research.

# Revision Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
FORM TIME							
3.30PM						9AM	
						10AM	
4.30PM						11AM	
						12AM	
5.30PM						1PM	
						2PM	
6.30PM						3PM	
						4PM	
7.30PM						5PM	
						6PM	
8.30PM						7PM	
						8PM	
9.30PM						9PM	
						10PM	
						BED TIME	BED TIME



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