



## Year 11 Revision Schedule 2023-24

<b>Subject/Course:</b>	<b>GCSE Combined Science (Physics) – Higher Tier</b>
<b>Student Name:</b>	

		Topic	Key knowledge/skills/questions	Resources/activities/links
<b>Week 1</b>	<b>Monday 15 January</b>	<p><i>Student-led approach:</i> Your two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'red' on your Paper 2 learning checklist)</p> <p><i>Core coverage:</i> <b>Waves I</b> (6.6.1) – wave description and terminology, wave properties, wave equation, RP8 (Measurement of waves)</p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> </ul> <p><b>Waves I:</b></p> <ul style="list-style-type: none"> <li>recall and use of wave terminology</li> <li>drawing and labelling diagrams of transverse and longitudinal waves</li> <li>recall, use and application of wave equation</li> <li>understanding of Required Practical set up</li> <li>understanding and description of measurement techniques that reduce uncertainties and errors</li> <li>Knowledge and use of terms – resolution, accuracy, error, uncertainty</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul>

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<b>Week 2</b>	<b>Monday 22 January</b>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'red' on your Paper 2 learning checklist)</p> <p><i>Core coverage:</i> <b>Waves II</b> (6.6.2) – types, properties and uses of EM waves, reflection and refraction, RP9 (refraction), production of radio waves, emission and absorption of IR, RP10 (Absorption of IR)</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> </ul> <p><b>Waves II:</b></p> <ul style="list-style-type: none"> <li>• Recall names, typical frequencies and wavelengths of parts of the EM spectrum</li> <li>• Know and describe uses and dangers of parts of the EM spectrum</li> <li>• Explain why some EM waves are more suitable for communication than others</li> <li>• Draw and label ray diagrams for reflection and refraction</li> <li>• Describe production and reception of radio waves</li> <li>• Understanding of Required Practical set up</li> <li>• Describe how the nature of materials affects its absorption or emission of IR waves</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>• Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>• Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> </ul>

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Week 3	<p><b>Monday 29 January</b></p>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'red' or 'amber' on your Paper 2 learning checklist)</p> <p><i>Core coverage:</i> <b>Forces I</b> (6.5.1, 6.5.2, 6.5.3, 6.5.6 (part)) – weight, adding and subtracting forces, work done by a force, stretching and compression forces, energy stored by elastic material, RP6 (Force and extension), velocity and acceleration, motion graphs</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> <li>• Analysis of novel contexts</li> </ul> <p><b>Forces I:</b></p> <ul style="list-style-type: none"> <li>• Recall and use the equation to calculate weight</li> <li>• Determine and describe the resultant force acting on an object</li> <li>• Recall and use the equation to calculate work done</li> <li>• Recall and use the equation to calculate the extension of an object caused by a force</li> <li>• Recall and use the equation to calculate the energy stored in by an elastic object</li> <li>• Understanding of Required Practical set up</li> <li>• Recall and use the equations to calculate speed, acceleration (the 'suvat' equations)</li> <li>• Draw and interpret distance-time graphs and velocity-time graphs</li> <li>• Determine the gradient of graphs, including using the tangent method</li> <li>• Understanding of Required Practical set up</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>• Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>• Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions</li> </ul>

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<b>Week 4</b>	<b>Monday 5 February</b>	<p><i>Student-led approach:</i> Your two weakest topics / sub-topics on <b>Paper 1</b> (identified by you as 'red' on your Paper 1 learning checklist)</p> <p><i>Core coverage:</i> <b>Energy</b> (6.1.1, 6.1.2, 6.1.3) – energy stores and transfers, conservation of energy, thermal energy transfer, RP1 (specific heat capacity) RP2 (thermal insulation), power, efficiency, energy resources, choices about energy resources</p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> </ul> <p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>Recall the eight energy stores</li> <li>Recall the four energy pathways</li> <li>Describe energy transfers between objects in terms of systems, stores and pathways</li> <li>Understanding energy transfers in the context of conservation of energy</li> <li>Describe methods for reducing wasted energy transfers</li> <li>Recall and use the equations to calculate efficiency</li> <li>Recall and use the equations to calculate power</li> <li>Recall and use the equation to calculate the energy stored in by a moving object</li> <li>Recall and use the equation to calculate the change in energy stored by an object moving vertically in a gravitational field</li> <li>Recall and use the equation to calculate the energy stored in by an elastic object</li> <li>Recall and use the equation to calculate the change in temperature of an object due to a change in the thermal energy stored by the object</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://Www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://Www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul>

			<ul style="list-style-type: none"> <li>• Understanding of Required Practical set up</li> <li>• Identify renewable and non-renewable energy resources</li> <li>• Explain choices in use of energy resources by countries</li> </ul>	<p>BBC Bitesize links for Energy:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z8hsrw/revision/1">https://www.bbc.co.uk/bitesize/guides/z8hsrw/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zp8jtv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zp8jtv4/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2gjt4/revision/1">https://www.bbc.co.uk/bitesize/guides/z2gjt4/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zchgdxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zchgdxs/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z3nktv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z3nktv4/revision/1</a></p>
<b>Week 5</b>	<b>Half Term Monday 12 February</b>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 1</b> (identified by you as 'red' on your Paper 1 learning checklist)</p> <p><i>Core coverage:</i> <b>Particle Model</b> (6.3.1, 6.3.2, 6.3.3) – density, changes in state, RP5 (Density), internal energy, specific heat, latent heat, cooling / heating curves, gas pressure and temperature</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> </ul> <p><b>Particle Model:</b></p> <ul style="list-style-type: none"> <li>• Recall and use the equation to calculate density</li> <li>• Convert between units of different magnitude</li> <li>• Describe states of matter in terms of particle arrangement, energy and properties</li> <li>• Describe changes of state in terms of changes in particle energy and attraction</li> <li>• Understanding energy transfers in the context of conservation of energy</li> <li>• Recall and describe the components of internal energy</li> <li>• Understand how the components of energy change during heating and changes of state</li> <li>• Sketch, understand and interpret cooling and heating curves</li> <li>• Describe and explain how the motion of gas particles gives rise to pressure exerted by a gas</li> <li>• Describe and explain in terms of particle motion how changes to the temperature of a gas affects the pressure it exerts</li> <li>• Understanding of Required Practical set up</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>• Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>• Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Particle Model:</p>

				<a href="https://www.bbc.co.uk/bitesize/guides/zqjy6yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zqjy6yc/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwwfxfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zwwfxfr/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z2xcfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z2xcfcw/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zyjvtv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zyjvtv4/revision/1</a>
<b>Week 6</b>	<b>Monday 19 February</b>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 1</b> (identified by you as 'red' on your Paper 1 learning checklist)</p> <p><i>Core coverage:</i> <b>Electricity I</b> (6.2.1, 6.2.2) – circuit symbols, charge, current, potential difference, resistance, RP3 (Factors affecting resistance), RP4 (Current-potential difference characteristics), series and parallel circuits, circuit rules</p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> </ul> <p><b>Electricity I:</b></p> <ul style="list-style-type: none"> <li>Draw and interpret circuit diagrams using circuit symbols</li> <li>Define current, potential difference, resistance, power</li> <li>Recall and use the equation that links charge, current and time</li> <li>Recall and use the equation that links resistance, potential difference and current</li> <li>Describe and explain how resistance arises in circuit components</li> <li>Describe and explain the factors that affect resistance</li> <li>Identify and describe series and parallel sections of circuits</li> <li>Recall and use the 'circuit rules' to interpret circuit diagrams and make calculations</li> <li>Understanding of Required Practical set up</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Electricity I:  <a href="https://www.bbc.co.uk/bitesize/guides/zqvq4qt/revision/1">https://www.bbc.co.uk/bitesize/guides/zqvq4qt/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqf6msg/revision/1">https://www.bbc.co.uk/bitesize/guides/zqf6msg/revision/1</a></p>

Week 7	<p><b>Monday 26 February</b></p>	<p><i>Student-led approach:</i> Your two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'red' on your Paper 2 learning checklist)</p> <p><i>Core coverage:</i> <b>Waves I</b> (6.6.1) – wave description and terminology, wave properties, wave equation, RP8 (Measurement of waves).</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> </ul> <p><b>Waves I:</b></p> <ul style="list-style-type: none"> <li>• recall and use of wave terminology</li> <li>• drawing and labelling diagrams of transverse and longitudinal waves</li> <li>• recall, use and application of wave equation</li> <li>• understanding of Required Practical set up</li> <li>• understanding and description of measurement techniques that reduce uncertainties and errors</li> <li>• Knowledge and use of terms – resolution, accuracy, error, uncertainty</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>• Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>• Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Waves I:  <a href="https://www.bbc.co.uk/bitesize/guides/zwkn2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zwkn2nb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z3yq4qt/revision/1">https://www.bbc.co.uk/bitesize/guides/z3yq4qt/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqnnh39/revision/1">https://www.bbc.co.uk/bitesize/guides/zqnnh39/revision/1</a></p> <p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Relearn material using new sources, eg revision guide, BBC Bitesize</li> </ul>
Week 8	<p><b>Monday 4 March</b></p>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'red' on your Paper 2 learning checklist)</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> </ul>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Relearn material using new sources, eg revision guide, BBC Bitesize</li> </ul>

		<p><i>Core coverage:</i>  <b>Waves II</b> (6.6.2) – types, properties and uses of EM waves, refraction, RP9 (refraction), production of radio waves, emission and absorption of IR, RP10 (Absorption of IR)</p>	<p><b>Waves II:</b></p> <ul style="list-style-type: none"> <li>Recall names, typical frequencies and wavelengths of parts of the EM spectrum</li> <li>Know and describe uses and dangers of parts of the EM spectrum</li> <li>Explain why some EM waves are more suitable for communication than others</li> <li>Draw and label ray diagrams for refraction</li> <li>Describe production and reception of radio waves</li> <li>Understanding of Required Practical set up</li> <li>Describe how the nature of materials affects its absorption or emission of IR waves</li> </ul>	<ul style="list-style-type: none"> <li>Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Waves II:  <a href="https://www.bbc.co.uk/bitesize/guides/z2xjdxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z2xjdxs/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/ztpm7p3/revision/1">https://www.bbc.co.uk/bitesize/guides/ztpm7p3/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqnnh39/revision/1">https://www.bbc.co.uk/bitesize/guides/zqnnh39/revision/1</a></p>
<p><b>Week 9</b></p>	<p><b>Monday 11 March</b></p>	<p><i>Student-led approach:</i>  Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'red' on your Paper 2 learning checklist)</p> <p><i>Core coverage:</i></p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> </ul> <p><b>Forces I:</b></p>	<p><i>'Red' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Relearn material using new sources, eg revision guide, BBC Bitesize</li> <li>Compile knowledge organiser, using your class notes, revision guides, textbooks, BBC Bitesize (see <a href="http://www.hayestl.com">www.hayestl.com</a> for knowledge organiser tips)</li> <li>Add to your lesson notes using revision guides, textbooks, BBC Bitesize</li> </ul>



		<p><b>Forces I</b> (6.5.1, 6.5.2, 6.5.3, 6.5.6 (part)) – weight, adding and subtracting forces, work done by a force, stretching and compression forces, energy stored by elastic material, RP6 (Force and extension), velocity and acceleration, motion graphs</p>	<ul style="list-style-type: none"> <li>Recall and use the equation to calculate weight</li> <li>Determine and describe the resultant force acting on an object</li> <li>Recall and use the equation to calculate work done</li> <li>Recall and use the equation to calculate the extension of an object caused by a force</li> <li>Recall and use the equation to calculate the energy stored in by an elastic object</li> <li>Understanding of Required Practical set up</li> <li>Recall and use the equations to calculate speed, acceleration (the 'suvat' equations)</li> <li>Draw and interpret distance-time graphs and velocity-time graphs</li> <li>Determine the gradient of graphs, including using the tangent method</li> <li>Understanding of Required Practical set up</li> </ul>	<p><i>'Red' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions from, eg, revision guide or textbooks or the relevant topics from <a href="http://Www.educake.co.uk">Www.educake.co.uk</a></li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://Www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Forces I:  <a href="https://www.bbc.co.uk/bitesize/guides/zskn2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zskn2nb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zskn2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zskn2nb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z232k2p/revision/1">https://www.bbc.co.uk/bitesize/guides/z232k2p/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9hk3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/z9hk3k7/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2wy6yc/revision/1">https://www.bbc.co.uk/bitesize/guides/z2wy6yc/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zc7q4qt/revision/1">https://www.bbc.co.uk/bitesize/guides/zc7q4qt/revision/1</a></p>
<p><b>Week 10</b></p>	<p><b>Monday 18 March</b></p>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 1</b> (identified by you as 'amber' on your Paper 1 learning checklist)</p> <p><i>Core coverage:</i></p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> <li>Application of knowledge to novel contexts</li> <li>Analysis of novel contexts</li> </ul> <p><b>Electricity II:</b></p>	<p><i>'Amber' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Blank page retrieval, followed by supplementary notes and links (see <a href="http://www.hayestl.com">www.hayestl.com</a> for blank page retrieval tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> <li>Cornell notes successive summarisation of topics, including 'flash card' summary (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> </ul>

		<p><b>Electricity II</b> (6.2.3, 6.2.4, 6.2.5) – direct and alternating current, safety in mains electricity systems, electric power and energy transfers in circuits, National Grid</p>	<ul style="list-style-type: none"> <li>Describe differences between direct and alternating current</li> <li>Draw and label the connections in a UK mains plug</li> <li>Describe the operation of a fuse and a circuit breaker</li> <li>Identify safety measures in UK electricity supplies</li> <li>Define electric power</li> <li>Recall and use the equation that links power, current and potential difference</li> <li>Recall and use the equation that links power, current and resistance</li> <li>Describe the heating effect of current</li> <li>Describe the main features of the National Grid</li> </ul> <p>Explain the function of step-up and step-down transformers within the National Grid</p>	<ul style="list-style-type: none"> <li>Dual coding of key ideas or diagrams (see <a href="http://www.hayestl.com">www.hayestl.com</a> for dual coding tips)</li> </ul> <p><i>'Amber' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>Exam questions completed to time</li> <li>Exam paper and test paper question analysis (TEEPEE model)</li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Electricity II:  <a href="https://www.bbc.co.uk/bitesize/guides/zw8n2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zw8n2nb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqf6msg/revision/1">https://www.bbc.co.uk/bitesize/guides/zqf6msg/revision/1</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Week 11</b></p>	<p><b>Monday 25 March</b></p>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 1</b> (identified by you as 'amber' on your Paper 1 learning checklist)</p> <p><i>Core coverage:</i></p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> <li>Application of knowledge to novel contexts</li> <li>Analysis of novel contexts</li> </ul> <p><b>Atomic structure:</b></p>	<p><i>Amber' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Blank page retrieval, followed by supplementary notes and links (see <a href="http://www.hayestl.com">www.hayestl.com</a> for blank page retrieval tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> <li>Cornell notes successive summarisation of topics, including 'flash card' summary (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> </ul>

		<p><b>Atomic Structure</b> (6.4.1, 6.4.2, 6.4.3) – structure of the atom, development of atomic model, properties of nuclear radiation, nuclear decay equations, determining half-life, background radiation, contamination and irradiation</p>	<ul style="list-style-type: none"> <li>• Draw and label a diagram of an atom</li> <li>• Describe the properties of electrons, protons and neutrons</li> <li>• Describe the main points in the development of the atomic model</li> <li>• Describe the plum pudding model, the 'gold foil scattering experiment' and why the latter caused a change our model of the atom</li> <li>• Understand and describe the properties of alpha, beta and gamma radiation, particularly penetration and ionising power</li> <li>• Draw and interpret half life graphs and data tables</li> <li>• Determine half life from a graph</li> <li>• Describe causes and consequences of background radiation, contamination and irradiation, and safety precautions when using radioactive materials</li> </ul>	<ul style="list-style-type: none"> <li>• Dual coding of key ideas or diagrams (see <a href="http://www.hayestl.com">www.hayestl.com</a> for dual coding tips)</li> </ul> <p><i>'Amber' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• Exam questions completed to time</li> <li>• Exam paper and test paper question analysis (TEEP model)</li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Atomic structure:  <a href="https://www.bbc.co.uk/bitesize/guides/zpctjty/revision/1">https://www.bbc.co.uk/bitesize/guides/zpctjty/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z964y4j/revision/1">https://www.bbc.co.uk/bitesize/guides/z964y4j/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zxbnh39/revision/1">https://www.bbc.co.uk/bitesize/guides/zxbnh39/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zp4vfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/zp4vfcw/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpkbv9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zpkbv9q/revision/1</a></p>
<b>Week 12</b>	<b>Easter Monday 1 April</b>	<p><i>Student-led approach:</i>  Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'amber' on your Paper 2 learning checklist)</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> </ul>	<p><i>Amber' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Blank page retrieval, followed by supplementary notes and links (see <a href="http://www.hayestl.com">www.hayestl.com</a> for blank page retrieval tips)</li> </ul>

*Core coverage:*

**Forces II** (6.5.4, 6.5.5, 6.5.6 (part), 6.5.7) – Newton’s laws of motion, RP7 (force and acceleration), braking

- Analysis of novel contexts

**Forces II:**

- Recall and use Newton’s laws of motion to describe scenarios involving forces
- Calculate braking distances and use concept of work to determine braking distances
- Interpret stopping distance and thinking distance graphs and data tables
- Understanding of Required Practical set up

- Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize
- Cornell notes successive summarisation of topics, including ‘flash card’ summary (see [www.hayestl.com](http://www.hayestl.com) for Cornell notes tips)
- Dual coding of key ideas or diagrams (see [www.hayestl.com](http://www.hayestl.com) for dual coding tips)

*‘Amber’ topics – practice tasks:*

- Medium demand knowledge and application questions from, eg, revision work books
- Exam questions completed to time
- Exam paper and test paper question analysis (TEEP model)

*‘Core coverage’ – review tasks:*

- Cornell notes successive summarisation of topics (see [www.hayestl.com](http://www.hayestl.com) for Cornell notes tips)
- Mind maps linking concepts and knowledge within the topic and with other topics (see [www.hayestl.com](http://www.hayestl.com) for mind mapping tips)
- Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize

*‘Core coverage’ – practice tasks:*

- Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from [www.educake.co.uk](http://www.educake.co.uk))
- Medium demand knowledge and application questions from, eg, revision work books
- High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from [www.physicsandmathstutor.com](http://www.physicsandmathstutor.com) and [www.aqa.org.uk](http://www.aqa.org.uk)

BBC Bitesize links for Forces II:

<https://www.bbc.co.uk/bitesize/guides/zqv797h/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zc7q4qt/revision/1>

Week 13	<p><b>Monday 8 April</b></p>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'amber' on your Paper 2 learning checklist)</p> <p><b>Particle Model</b> (6.3.1, 6.3.2, 6.3.3) – density, changes in state, RP5 (Density), internal energy, specific heat, latent heat, cooling / heating curves, gas pressure and temperature</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> <li>• Analysis of novel contexts</li> </ul> <p><b>Particle Model:</b></p> <ul style="list-style-type: none"> <li>• Recall and use the equation to calculate density</li> <li>• Convert between units of different magnitude</li> <li>• Describe states of matter in terms of particle arrangement, energy and properties</li> <li>• Describe changes of state in terms of changes in particle energy and attraction</li> <li>• Understanding energy transfers in the context of conservation of energy</li> <li>• Recall and describe the components of internal energy</li> <li>• Understand how the components of energy change during heating and changes of state</li> <li>• Sketch, understand and interpret cooling and heating curves</li> <li>• Describe and explain how the motion of gas particles gives rise to pressure exerted by a gas</li> <li>• Describe and explain in terms of particle motion how changes to the temperature of a gas affects the pressure it exerts</li> </ul> <p>Understanding of Required Practical set up</p>	<p><i>Amber' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Blank page retrieval, followed by supplementary notes and links (see <a href="http://www.hayestl.com">www.hayestl.com</a> for blank page retrieval tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> <li>• Cornell notes successive summarisation of topics, including 'flash card' summary (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Dual coding of key ideas or diagrams (see <a href="http://www.hayestl.com">www.hayestl.com</a> for dual coding tips)</li> </ul> <p><i>'Amber' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• Exam questions completed to time</li> <li>• Exam paper and test paper question analysis (TEEP model)</li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">www.educake.co.uk</a>)</li> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Particle Model:  <a href="https://www.bbc.co.uk/bitesize/guides/zqjy6yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zqjy6yc/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zwfxf/revision/1">https://www.bbc.co.uk/bitesize/guides/zwfxf/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2xcfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z2xcfcw/revision/1</a></p>
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				<a href="https://www.bbc.co.uk/bitesize/guides/zyjvtv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zyjvtv4/revision/1</a>
Week 14	<p><b>Monday 15 April</b></p> <p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 1</b> (identified by you as 'green' on your Paper 1 learning checklist)</p> <p><i>Core coverage:</i> <b>Electricity I &amp; II</b> (6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5) – circuit symbols, charge, current, potential difference, resistance, RP3 (Factors affecting resistance), RP4 (Current-potential difference characteristics), series and parallel circuits, circuit rules, direct and alternating current, safety in mains electricity systems, electric power and energy transfers in circuits, National Grid</p>	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> <li>Application of knowledge to novel contexts</li> <li>Analysis of novel contexts</li> <li>Linking and synthesis of knowledge between topics</li> </ul> <p><b>Electricity I &amp; II:</b></p> <ul style="list-style-type: none"> <li>Draw and interpret circuit diagrams using circuit symbols</li> <li>Define current, potential difference, resistance, power</li> <li>Recall and use the equation that links charge, current and time</li> <li>Recall and use the equation that links resistance, potential difference and current</li> <li>Describe and explain how resistance arises in circuit components</li> <li>Describe and explain the factors that affect resistance</li> <li>Identify and describe series and parallel sections of circuits</li> <li>Recall and use the 'circuit rules' to interpret circuit diagrams and make calculations</li> <li>Understanding of Required Practical set up</li> <li>Describe differences between direct and alternating current</li> <li>Draw and label the connections in a UK mains plug</li> <li>Describe the operation of a fuse and a circuit breaker</li> </ul>	<p><i>'Green' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>Blank page retrieval, followed by supplementary notes and links (see <a href="http://www.hayestl.com">www.hayestl.com</a> for blank page retrieval tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> <li>Cornell notes successive summarisation of topics, including 'flash card' summary (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Dual coding of key ideas or diagrams (see <a href="http://www.hayestl.com">www.hayestl.com</a> for dual coding tips)</li> </ul> <p><i>'Green' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> Exam questions completed to time</li> <li>Exam paper and test paper question analysis (TEEPEE model)</li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p> <ul style="list-style-type: none"> <li>Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">www.educake.co.uk</a>)</li> <li>Medium demand knowledge and application questions from, eg, revision work books</li> <li>High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions</li> </ul>	

			<ul style="list-style-type: none"> <li>• Identify safety measures in UK electricity supplies</li> <li>• Define electric power</li> <li>• Recall and use the equation that links power, current and potential difference</li> <li>• Recall and use the equation that links power, current and resistance</li> <li>• Describe the heating effect of current</li> <li>• Describe the main features of the National Grid</li> </ul> <p>Explain the function of step-up and step-down transformers within the National Grid</p>	<p>from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p>BBC Bitesize links for Electricity I &amp; II:  <a href="https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revision/1">https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zw8n2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/zw8n2nb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqf6msg/revision/1">https://www.bbc.co.uk/bitesize/guides/zqf6msg/revision/1</a></p>
<b>Week 15</b>	<b>Monday 22 April</b>	<p><i>Student-led approach:</i> Your next two weakest topics / sub-topics on <b>Paper 2</b> (identified by you as 'green' on your Paper 2 learning checklist)</p> <p><i>Core coverage:</i> <b>Magnetism &amp; electromagnetism</b> (6.7.1, 6.7.2, 6.7.3) – magnetic fields and forces, electromagnetism</p>	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> <li>• Analysis of novel contexts</li> <li>• Linking and synthesis of knowledge between topics</li> </ul> <p><b>Magnetism &amp; electromagnetism:</b></p> <ul style="list-style-type: none"> <li>• Understand permanent and induced magnetism</li> <li>• Draw, describe and interpret magnetic field diagrams</li> <li>• Describe magnetic forces, repulsion and attraction</li> <li>• Describe how an electromagnet can be built and controlled</li> <li>• Know some uses for electromagnets</li> </ul>	<p><i>'Green' topics – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Blank page retrieval, followed by supplementary notes and links (see <a href="http://www.hayestl.com">www.hayestl.com</a> for blank page retrieval tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> <li>• Cornell notes successive summarisation of topics, including 'flash card' summary (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Dual coding of key ideas or diagrams (see <a href="http://www.hayestl.com">www.hayestl.com</a> for dual coding tips)</li> </ul> <p><i>'Green' topics – practice tasks:</i></p> <ul style="list-style-type: none"> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> Exam questions completed to time</li> <li>• Exam paper and test paper question analysis (TEEPEE model)</li> </ul> <p><i>'Core coverage' – review tasks:</i></p> <ul style="list-style-type: none"> <li>• Cornell notes successive summarisation of topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for Cornell notes tips)</li> <li>• Mind maps linking concepts and knowledge within the topic and with other topics (see <a href="http://www.hayestl.com">www.hayestl.com</a> for mind mapping tips)</li> <li>• Elaboration and extension of notes, using other sources, eg, revision guides, textbooks, BBC Bitesize</li> </ul> <p><i>'Core coverage' – practice tasks:</i></p>

				<ul style="list-style-type: none"> <li>• Low demand knowledge checking questions (eg, from revision guide or textbooks or the relevant topics from <a href="http://www.educake.co.uk">Www.educake.co.uk</a>)</li> <li>• Medium demand knowledge and application questions from, eg, revision work books</li> <li>• High demand knowledge, application and analysis questions from, eg, revision workbooks; exam questions from <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> and <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li> </ul> <p>BBC Bitesize links for Magnetism &amp; electromagnetism:  <a href="https://www.bbc.co.uk/bitesize/guides/zpt9v9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zpt9v9q/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zg43y4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zg43y4j/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zw7897h/revision/1">https://www.bbc.co.uk/bitesize/guides/zw7897h/revision/1</a></p>
Week 16	<b>Monday 29 April</b>	<i>Student-led approach:</i> Revisit all topics / sub-topics on <b>Paper 1</b> , focusing on accuracy and consistency of recall, and improving technique	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> <li>• Analysis of novel contexts</li> <li>• Linking and synthesis of knowledge between topics</li> <li>• Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>• 2 x whole <b>Paper 1</b> exam paper practice (in conditions similar to exam room), exam papers from <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers</a></li> <li>• Mark papers and analyse (use TEEPEE model)</li> <li>• Diagnose further improvement tasks</li> <li>• Complete improvement tasks</li> <li>• Q&amp;A flash cards on <b>Paper 1</b> topics (to promote accurate and consistent recall)</li> </ul>
Week 17	<b>Monday 6 May</b>	<i>Student-led approach:</i> Revisit all topics / sub-topics on <b>Paper 1</b> , focusing on accuracy and consistency of recall, and improving technique	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> <li>• Analysis of novel contexts</li> <li>• Linking and synthesis of knowledge between topics</li> <li>• Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>• 2 x whole <b>Paper 1</b> exam paper practice (in conditions similar to exam room), exam papers from <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers</a></li> <li>• Mark papers and analyse (use TEEPEE model)</li> <li>• Diagnose further improvement tasks</li> <li>• Complete improvement tasks</li> <li>• Q&amp;A flash cards on <b>Paper 1</b> topics (to promote accurate and consistent recall)</li> </ul>
Week 18	<b>Monday 13 May</b>	<i>Student-led approach:</i> Revisit all topics / sub-topics on <b>Paper 2</b> , focusing on accuracy and consistency of recall, and improving technique	<ul style="list-style-type: none"> <li>• Recall of core knowledge in topic</li> <li>• Use and application of core knowledge</li> <li>• Application of knowledge to novel contexts</li> <li>• Analysis of novel contexts</li> </ul>	<ul style="list-style-type: none"> <li>• 2 x whole <b>Paper 2</b> exam paper practice (in conditions similar to exam room), exam papers from <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers</a></li> <li>• Mark papers and analyse (use TEEPEE model)</li> </ul>



			<ul style="list-style-type: none"> <li>Linking and synthesis of knowledge between topics</li> <li>Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>Diagnose further improvement tasks</li> <li>Complete improvement tasks</li> </ul> <p>Q&amp;A flash cards on <b>Paper 2</b> topics (to promote accurate and consistent recall)</p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Week 19</b>	<b>Monday 20 May</b>	<b>Wednesday 22<sup>nd</sup> May, am - Paper 1 exam</b>		Q&A flash cards on <b>Paper 1</b> topics (to promote accurate and consistent recall)
<b>Week 20</b>	<b>Half-term Monday 27 May</b>	<i>Student-led approach:</i> Revisit all topics / sub-topics on <b>Paper 2</b> , focusing on accuracy and consistency of recall, and improving technique	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> <li>Application of knowledge to novel contexts</li> <li>Analysis of novel contexts</li> <li>Linking and synthesis of knowledge between topics</li> <li>Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>2 x whole <b>Paper 2</b> exam paper practice (in conditions similar to exam room), exam papers from <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers</a></li> <li>Mark papers and analyse (use TEEPEE model)</li> <li>Diagnose further improvement tasks</li> <li>Complete improvement tasks</li> <li>Q&amp;A flash cards on <b>Paper 2</b> topics (to promote accurate and consistent recall)</li> </ul>
<b>Week 21</b>	<b>Monday 3 June</b>	<i>Student-led approach:</i> Revisit all topics / sub-topics on <b>Paper 2</b> , focusing on accuracy and consistency of recall, and improving technique	<ul style="list-style-type: none"> <li>Recall of core knowledge in topic</li> <li>Use and application of core knowledge</li> <li>Application of knowledge to novel contexts</li> <li>Analysis of novel contexts</li> <li>Linking and synthesis of knowledge between topics</li> <li>Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>2 x whole <b>Paper 2</b> exam paper practice (in conditions similar to exam room), exam papers from <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers</a></li> <li>Mark papers and analyse (use TEEPEE model)</li> <li>Diagnose further improvement tasks</li> <li>Complete improvement tasks</li> <li>Q&amp;A flash cards on <b>Paper 2</b> topics (to promote accurate and consistent recall)</li> </ul>
<b>Week 22</b>	<b>Monday 10 June</b>	<b>Thursday 14<sup>th</sup> June, pm - Paper 2 exam</b>		<ul style="list-style-type: none"> <li>Q&amp;A flash cards on <b>Paper 2</b> topics (to promote accurate and consistent recall)</li> </ul> <p>Go on holiday after the last exam</p>