



## Year 11 Revision Schedule 2025-26 – The Run in

<b>Subject/Course:</b>	<b>GCSE Physics</b>
<b>Student Name:</b>	<b>GCSE Year 11 students</b>

Week		Topic	Key knowledge/skills/questions	Resources/activities/links
<b>1</b>	<b>Monday 23 February</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> (4.6.1) – wave description and terminology, wave properties, wave equation, RP8 (Measurement of waves), sound waves, methods for measuring speed of sound, RP9 (Reflection 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 style="text-align: center;">Describe methods for measuring the speed of sound</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><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>
<b>2</b>	<b>Monday 2 March</b>			<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/zgf97p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zgf97p3/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9bw6yc/revision/1">https://www.bbc.co.uk/bitesize/guides/z9bw6yc/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2dtv9q/revision/1">https://www.bbc.co.uk/bitesize/guides/z2dtv9q/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1</a></p>
3	Monday 9 March	<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> (4.6.2) – types, properties and uses of EM waves, reflection and refraction, RP9 (refraction), production of radio waves, lenses and optics, colours, 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>• Draw and label ray diagrams for lenses</li> <li>• Describe production and reception of radio waves</li> <li>• Understanding of Required Practical set up</li> <li>• Describe how waves can be used for detection and sensing</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>

			Describe how the nature of materials affects its absorption or emission of IR waves	<ul style="list-style-type: none"> <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/zw42nq8/revision/1">https://www.bbc.co.uk/bitesize/guides/zw42nq8/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zt7srwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zt7srwx/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zs63k2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zs63k2p/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1</a></p>
4	<b>Monday 16 March</b>	<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> (4.5.1, 4.5.2, 4.5.3, 4.5.6 (part)) – weight, adding and subtracting forces, adding and resolving forces using vector diagrams, free body diagrams, 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>• Draw and interpret free-body force diagrams</li> <li>• Use scale vector diagrams to add forces that are not co-linear and determine their resultant</li> <li>• Determine the perpendicular components of a force using mathematical and scale drawing methods</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> </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> </ul>

			<ul style="list-style-type: none"> <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>	<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></li> </ul> <p>BBC Bitesize links for Forces I:  <a href="https://www.bbc.co.uk/bitesize/guides/zpqngdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zpqngdm/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zyxv97h/revision/1">https://www.bbc.co.uk/bitesize/guides/zyxv97h/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zgncjty/revision/1">https://www.bbc.co.uk/bitesize/guides/zgncjty/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9v8msg/revision/1">https://www.bbc.co.uk/bitesize/guides/z9v8msg/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zwc7pbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zwc7pbk/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zgrm3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/zgrm3k7/revision/1</a></p>
5	Monday 23 March	<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> (4.1.1, 4.1.2, 4.1.3) – 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</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>

			<p>by an object moving vertically in a gravitational field</p> <ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <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 Energy:  <a href="https://www.bbc.co.uk/bitesize/guides/z8hsrwx/revision/1">https://www.bbc.co.uk/bitesize/guides/z8hsrwx/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>
6	EASTER Monday 30 March	<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> (4.3.1, 4.3.2, 4.3.3) – density, changes in state, RP5 (Density), internal energy, specific heat, latent heat, cooling / heating curves, gas pressure and temperature, gas pressure and volume</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> </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>

			<ul style="list-style-type: none"> <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>• Describe and explain in terms of particle motion how changes to the volume of a gas affects the pressure it exerts</li> <li>• Use data from a graph or table to confirm an indirectly proportional relationship</li> <li>• Recall and use the equation linking gas pressure and volume</li> </ul> <p>Understanding of Required Practical set up</p>	<ul style="list-style-type: none"> <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/zsqngdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zsqngdm/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zcncjty/revision/1">https://www.bbc.co.uk/bitesize/guides/zcncjty/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zqrqh39/revision/1">https://www.bbc.co.uk/bitesize/guides/zqrqh39/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z33qfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z33qfcw/revision/1</a></p>
<b>7</b>	<b>EASTER Monday 6 April</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> (4.2.1, 4.2.2) – 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> </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>

			<ul style="list-style-type: none"> <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>'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/zpdtv9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zx7vw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zx7vw6f/revision/1</a></p>
8	Monday 13 April	<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> (4.6.1) – wave description and terminology, wave properties, wave equation, RP8 (Measurement of waves). Sound waves, methods for measuring speed of sound</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>Describe methods for measuring the speed of sound</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><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>

				<ul style="list-style-type: none"> <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/zgf97p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zgf97p3/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9bw6yc/revision/1">https://www.bbc.co.uk/bitesize/guides/z9bw6yc/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2dtv9g/revision/1">https://www.bbc.co.uk/bitesize/guides/z2dtv9g/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1</a></p>
9	Monday 20 April	<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> (4.6.2) – types, properties and uses of EM waves, reflection and refraction, RP9 (refraction), production of radio waves, lenses and optics, colours, 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>• Draw and label ray diagrams for lenses</li> <li>• Describe production and reception of radio waves</li> <li>• Understanding of Required Practical set up</li> <li>• Describe how waves can be used for detection and sensing</li> </ul> <p>Describe how the nature of materials affects its absorption or emission of IR waves</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><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</li> </ul>

				<p>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></p> <p>BBC Bitesize links for Waves II:  <a href="https://www.bbc.co.uk/bitesize/guides/zw42ng8/revision/1">https://www.bbc.co.uk/bitesize/guides/zw42ng8/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zt7srwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zt7srwx/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zs63k2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zs63k2p/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/z9khcj6/revision/1</a></p>
<b>10</b>	<b>Monday 27 April</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>Forces I</b> (4.5.1, 4.5.2, 4.5.3, 4.5.6 (part)) – weight, adding and subtracting forces, adding and resolving forces using vector diagrams, free body diagrams, 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> </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>Draw and interpret free-body force diagrams</li> <li>Use scale vector diagrams to add forces that are not co-linear and determine their resultant</li> <li>Determine the perpendicular components of a force using mathematical and scale drawing methods</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> </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 Forces I:</p>

			<ul style="list-style-type: none"> <li>• Draw and interpret distance-time graphs and velocity-time graphs</li> <li>• Determine the gradient of graphs, including using the tangent method</li> </ul> <p>Understanding of Required Practical set up</p>	<a href="https://www.bbc.co.uk/bitesize/guides/zpgngdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zpgngdm/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zyxv97h/revision/1">https://www.bbc.co.uk/bitesize/guides/zyxv97h/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zgncjty/revision/1">https://www.bbc.co.uk/bitesize/guides/zgncjty/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z9v8msg/revision/1">https://www.bbc.co.uk/bitesize/guides/z9v8msg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwc7pbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zwc7pbk/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zgrm3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/zgrm3k7/revision/1</a>
<b>11</b>	<b>Monday 4 May</b>	<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> <b>Electricity II</b> (4.2.3, 4.2.4, 4.2.5) – direct and alternating current, safety in mains electricity systems, electric power and energy transfers in circuits, National Grid, static charge, electric fields</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> <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> <li>• Explain the function of step-up and step-down transformers within the National Grid</li> <li>• Understand and describe how a static charge can form</li> <li>• Describe some uses and dangers of static charge</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> <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 (TEEPPEE 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</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand that a potential difference within a conducting circuit will cause a current</li> <li>• Describe the electric field around a charged object</li> <li>• Describe electrostatic forces, repulsion and attraction</li> </ul>	<p>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></p> <p>BBC Bitesize links for Electricity II:  <a href="https://www.bbc.co.uk/bitesize/guides/z3xv97h/revision/1">https://www.bbc.co.uk/bitesize/guides/z3xv97h/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9s4ghv/revision/1">https://www.bbc.co.uk/bitesize/guides/z9s4ghv/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zx7vw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zx7vw6f/revision/1</a></p>
12	Monday 11 May	<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> <b>Atomic Structure</b> (4.4.1, 4.4.2, 4.4.3) – structure of the atom, development of atomic model, properties of nuclear radiation, nuclear decay equations, determining half-life, background radiation, contamination and irradiation, nuclear fission, nuclear fusion</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> <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> <li>• Describe the process of nuclear fission</li> <li>• Describe the process of nuclear fusion</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> <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 (TEEPPEE 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> </ul>

			Describe safety features in nuclear power stations, and the pros and cons of their use	<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></li> </ul> <p>BBC Bitesize links for Atomic structure:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zkxjcw/revision/1">https://www.bbc.co.uk/bitesize/guides/zkxjcw/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpjb82/revision/1">https://www.bbc.co.uk/bitesize/guides/zpjb82/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z3tb8mn/revision/1">https://www.bbc.co.uk/bitesize/guides/z3tb8mn/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z83dxfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z83dxfr/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zx86y4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zx86y4j/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zxxq7p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxxq7p3/revision/1</a></p>
<b>13</b>	<b>Monday 18 May</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> <p><i>Core coverage:</i> <b>Forces II</b> (4.5.4, 4.5.5, 4.5.6 (part), 4.5.7) – moments, gears, pressure, Newton's laws of motion, RP7 (force and acceleration), braking, momentum and conservation of momentum</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 II:</b></p> <ul style="list-style-type: none"> <li>Describe the effect of turning forces</li> <li>Calculate moments and use the principle of moments to determine quantities in situations of equilibrium</li> <li>Describe the operation of levers and gears in terms of moments</li> <li>Describe how changes to height or depth in a fluid result in changes in pressure</li> <li>Recall and use the equation to calculate pressure in a fluid</li> <li>Recall and use Newton's laws of motion to describe scenarios involving forces</li> <li>Define and use inertia</li> <li>Calculate braking distances and use concept of work to determine braking distances</li> <li>Interpret stopping distance and thinking distance graphs and data tables</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> <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 (TEEPPEE 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> </ul>

			<ul style="list-style-type: none"> <li>Define momentum and conservation of momentum</li> <li>Recall and use equation to calculate momentum</li> <li>Calculate unknown quantities using conservation of momentum</li> <li>Describe safety features that utilise changes in momentum</li> </ul> <p>Understanding of Required Practical set up</p>	<ul style="list-style-type: none"> <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/ztjpb82/revision/1">https://www.bbc.co.uk/bitesize/guides/ztjpb82/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z93dxfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z93dxfr/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zp2fcj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zp2fcj6/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zytb8mn/revision/1">https://www.bbc.co.uk/bitesize/guides/zytb8mn/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zgrm3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/zgrm3k7/revision/1</a></p>
14	HALF TERM Monday 25 May	<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><i>Core coverage:</i> <b>Space Physics</b> (4.8.1, 4.8.2) – the solar system, life cycle of stars, circular motion, red shift, the Big Bang</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>Space physics:</b></p> <ul style="list-style-type: none"> <li>Describe the formation of solar systems</li> <li>Recall the main features of our solar system</li> <li>Understand the central role that gravity has played in the evolution of the universe, our galaxy and our solar system</li> <li>Describe in detail the stages of the life cycle of a star</li> <li>Describe the factors that affect circular motion and relate these to the orbits of stars and planets</li> <li>Describe red-shift and blue-shift and how they arise</li> <li>Interpret graphs and data tables relating to red-shift</li> <li>Describe the origin of the cosmic microwave background radiation</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/qcse/physics-8463/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/qcse/physics-8463/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> <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 (TEEPEE model)</li> </ul>

			<ul style="list-style-type: none"> <li>• Explain how red shift and CMBR provide evidence for the Big Bang theory</li> <li>• Describe possible futures for the universe</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 Space physics:  <a href="https://www.bbc.co.uk/bitesize/guides/zt2fci6/revision/1">https://www.bbc.co.uk/bitesize/guides/zt2fci6/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpxv97h/revision/1">https://www.bbc.co.uk/bitesize/guides/zpxv97h/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zstb8mn/revision/1">https://www.bbc.co.uk/bitesize/guides/zstb8mn/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zth4xfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zth4xfr/revision/1</a></p>
15	Monday 1 June	Tuesday 2 <sup>nd</sup> June, am - Paper 1 exam		Q&A flash cards on <b>Paper 1</b> topics (to promote accurate and consistent recall)
16	Monday 8 June	<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 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/physics-8463/assessment-resources?f.Resource+type%7C6=Question+papers">https://www.aqa.org.uk/subjects/science/gcse/physics-8463/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>
17	Monday 15 June	Monday 15 <sup>th</sup> June, am - Paper 2 exam		Q&A flash cards on <b>Paper 2</b> topics (to promote accurate and consistent recall)
18				

	<b>Monday 22 June</b>			