



# Independent Study 2022 - 2023



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*“Independent Study aims to empower students; to take more control of their learning by giving them a structured time within their routine to do the following: organise, revisit, reflect, review, personalise and develop learning.”*

This booklet provides an opportunity for you to study your subjects with a level of independence and develop passions, skills and expertise that will not only be enjoyable but build a level of resilience and discipline that will undoubtedly advance you as a learner both in and out of school.

## Expectations:

- You have designated independent study slots in your timetable in which you should be working towards completing tasks.
- You will need to select tasks across your subjects, making sure you demonstrate independence across the curriculum. Don't just focus on one subject!
- Should you wish to propose a task for one of your subjects that is not detailed in this booklet, you are encouraged to speak to your class teacher.
- Sometimes teachers may ask you to complete an Independent Study task in a directed homework slot.
- Each homework task should take 20-30 minutes. In the case of many of these tasks, they will require time and thought over a series of slots in your timetable, rather than one slot. Be sure to accurately record what you have done and when you have spent in your planner.
- You may also use this time to consolidate your learning, go back over a difficult task, revise new vocabulary or apply a new skill learnt that day.
- You must record your independent study in your planner on the day it is undertaken and be prepared to discuss what you have undertaken.
- At timely points in the academic year, your class teachers and your tutor will ask you to share what you have achieved. Feedback will be given and achievements celebrated.

## Advice:

- Use this time as an opportunity to expand your knowledge around the curriculum and to learn skills ready for future assessments.
- Devote the same energy as you should do to your regular set tasks.
- Do communicate with your teachers, peers and parents – *share* successes, *ask* questions and *introduce* discussion.
- Take risks. We learn as much about ourselves through making mistakes.
- Be imaginative and have fun!

## Years 10 & 11 Homework Timetables

This time slot represents an opportunity to consolidate, improve or extend the work you have already completed in class. The expectation at GCSE is that all students use this time for retrieval or additional channel in an elected subject. At GCSE level, students should be making decisions about what subjects they need to be putting in extra effort or attending additional intervention sessions after school.

# Year 10

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B		Option L	Option P	Option Q	Option R
2	10N1	Option Q	Option L	Option R	Option P	Maths	Option P	Maths	Option P	Option L	Option Q		Art (SFG)	Art (JK)	Food (JJ)	RS (WAD)
3		Option R	Physics	Maths	Option L	Chemistry	Option Q	Physics	English	Biology	Physics		Drama (JAD)	French (IL)	Drama (FCS)	Geog (JEK)
4		Biology	Independent Study	Chemistry	Independent Study	English	English	Option R	Chemistry	Independent Study	Biology		Food (JJ)	Geog (NJW)	History (SYM)	French (IL)
5													Geog (SP)	History (DOB)	History (DOB)	French (MB)
6	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B		History (TJ)	History (TJ)	PE (MJP)	Food (JJ)
7	10N2	Chemistry	Option L	Option R	Option P	Maths	Option P	Maths	Option P	Option L	Option Q		Music (LB)	Latin (GW)	Spanish (AC)	Art (JK)
8		Option Q	Physics	Maths	Option L	Chemistry	Option Q	Option R	English	Biology	Physics		RE (TH)	PE (ALC)	Spanish (RM)	Comp (NP)
9		Option R	Biology	Independent Study	Biology	English	English	Independent Study	Physics	Independent Study	Chemistry		Spanish (RM)			
10																
11																
12	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
13	10N3	Independent Study	Option L	Option R	Option P	Maths	Option P	Maths	Option P	Option L	Option Q					
14		Option Q	Physics	Maths	Option L	Physics	Option Q	Biology	English	Chemistry	Physics					
15		Option R	Chemistry	Biology	Chemistry	English	English	Option R	Independent Study	Independent Study	Biology					
16																
17	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
18	10S1	English	Option L	Option R	Option P	Maths	Option P	English	Option P	Option L	English					
19		Option Q	Chemistry	Maths	Option L	Physics	Option Q	Option R	Biology	Maths	Biology					
20		Option R	Biology	Physics	Independent Study	Chemistry	Independent Study	Chemistry	Physics	Independent Study	Option Q					
21																
22	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
23	10S2	English	Option L	Option R	Option P	Maths	Option P	English	Option P	Option L	English					
24		Option Q	Chemistry	Maths	Option L	Biology	Option Q	Option R	Chemistry	Maths	Chemistry					
25		Option R	Biology	Physics	Independent Study	Independent Study	Biology	Physics	Physics	Independent Study	Option Q					
26																
27		Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
28	10S3	English	Option L	Option R	Option P	Maths	Option P	English	Option P	Option L	Option Q					
29		Option Q	Chemistry	Maths	Option L	Physics	Option Q	Option R	Chemistry	Maths	Chemistry					
30		Option R	Physics	Biology	Independent Study	Independent Study	Physics	Biology	Biology	Independent Study	English					

# Year 11

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B		Option L	Option P	Option Q	Option R
2	11N1	Option R	Option P	Maths	Option L	Option Q	English	Option P	Option Q	Independent Study	Option R		Art (JK)	Art (SFG)	Food (JJ)	Food (MAS)
3		Option L	Option Q	Physics	English	Maths	Biology	Chemistry	Maths	English	Physics		Drama (FCS)	Drama (JAD)	French (MB)	Geog (NJW)
4		Independent Study	Chemistry	Biology	Independent Study	Option R	Option L	Physics	Chemistry	Option P	Biology		Food (JJ)	French (MB)	History (SYM)	History (DOB)
5													History (EC)	French (IL)	History (TJ)	French (IL)
6													History (SYM)	Geog (SP)	Geog (JEK)	Latin (GW)
7	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B		PE (KMB)	RE (WAD)	PE (MJP)	Latin (JAR)
8	11N2	Option R	Option P	Maths	Option L	Option Q	English	Option P	Option Q	Independent Study	Option R		Spanish (RM)	Spanish (AC)		Spanish (RM)
9		Option L	Biology	Physics	English	Maths	Biology	Biology	Maths	English	Physics		RE (WAD)			RE (TH)
10		Independent Study	Option Q	Chemistry	Chemistry	Option R	Option L	Physics	Chemistry	Option P	Independent Study					
11																
12	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
13	11N3	Biology	Option P	Maths	Option L	Option Q	English	Option P	Option Q	Independent Study	Option R					
14		Option R	Biology	Physics	English	Maths	Option L	Chemistry	Maths	English	Physics					
15		Option L	Option Q	Chemistry	Physics	Option R	Independent Study	Independent Study	Biology	Option P	Chemistry					
16																
17	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
18	11S1	English	Option P	Maths	Option L	Option Q	Maths	Option P	Option Q	Independent Study	Option R					
19		Option R	Option Q	Physics	Chemistry	Biology	Physics	Chemistry	Biology	English	Maths					
20		Option L	Chemistry	Biology	Independent Study	Option R	Option L	English	Independent Study	Option P	Physics					
21																
22	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
23	11S2	English	Option P	Maths	Option L	Option Q	Maths	Option P	Option Q	Independent Study	Option R					
24		Option R	Option Q	Physics	Chemistry	Biology	Physics	Biology	Chemistry	English	Maths					
25		Option L	Biology	Chemistry	Independent Study	Option R	Option L	English	Independent Study	Option P	Physics					
26																
27	Class	Monday A	Tuesday A	Wednesday A	Thursday A	Friday A	Monday B	Tuesday B	Wednesday B	Thursday B	Friday B					
28	11S3	English	Option P	Maths	Option L	Option Q	Maths	Option P	Option Q	Independent Study	Option R					
29		Option R	Option Q	Physics	Chemistry	Chemistry	Biology	Biology	Physics	English	Maths					
30		Option L	Independent Study	Biology	Independent Study	Option R	Option L	English	Chemistry	Option P	Physics					

# ART

## Year 10

### Britain Seen from the North

Tony Cragg made this work during a visit to Britain in 1981, when he felt that the nation was beset by social and economic difficulties. The figure to the left is a portrait of the artist. Cragg lives in Germany, so although Britain is his native country he was viewing it through the eyes of an outsider.



Create your own map of either where you live or your journey to school.





## Year 10

Perception and Identity are very common themes in GCSE Art. Create a portrait of an older family member. Take a photograph first and choose the most interesting angle that conveys their personality. Once you have the photograph then draw or paint your own response.



Year 10



**As part of your GCSE you will cover Paul Cezanne. The artistic career of Cézanne spanned more than forty years, from roughly 1860 to 1906. A prolific artist, he produced more than 900 oil paintings and 400 watercolours, including many incomplete works. To demonstrate a wider understanding of Cezanne, create your own Cezanne still life.**

## Year 11 – Exam Themed Questions

### PUBLIC SCULPTURE

Anthony Gormley's Angel of the North, is a huge public landmark in the North East of England. For Gormley, the location of the sculpture was important: it pays tribute to the coal miners who worked the site where the Angel now stands and it also reflects the transition from an industrial to information age. This is an earlier (and smaller) sculpture by Gormley that he based his Angel of the North on.

Design your own monument to something that matters to you. This could be an important event or something you feel strongly about. Make sketches and a maquette for your monument. Or, like Tillim, make a photographic monument to someone or something that you would like to remember or draw attention to.



## **Biology**

### **Useful academic tasks**

1. Learn vocab words. There are lots of facts and key words that you have to learn for GCSE.  
Can you come up with any creative ways to learn the key facts? Make up a test for a friend to help them learn the terms as well.
2. Sort out your folder and put everything in Topic order.  
It's a trivial thing, but if you don't file paperwork correctly then you'll lose time in class or when doing homework trying to find it again when you need it.  
Periodically, take five minutes to keep on top of this.
3. Create a mind map or set of flashcards for a recent biology topic.
  - after a test, review your revision notes and create a list of what you will need to focus on to improve your learning. Do this regularly to build up valuable resources for revision at the end of the year and eventually for GCSE.
4. Construct a poster that summarises all of the 'Required Practicals' that you have done in lessons.  
Pay attention to practical terms such as 'validity'; 'reliability' and 'evaluation'.
5. Try out GCSEPod. It's rather good!  
Pick a recent topic that you've studied and listen to the podcast on that topic.  
Is this something that would help with your revision for the next test or the end of year exams?
6. Complete the Topic booklets. Don't leave any questions unanswered. These booklets are designed to support your learning and help stretch your understanding towards level 9.  
Make a list of any questions that you'd like to ask your teacher.
7. Use your CGP workbook.  
Pick a topic where you know that you need some practice and look the topic up in the index.  
Try the questions and check the answers in the back of the book.  
Make a note of anything you wish to discuss with your teacher.

## **More creative tasks**

Attend a lunchtime club to engage your interests and make new friends. Science clubs involve:

- MedSoc on Monday break in Art 1;
- Engineering Club on Monday lunch in P2;
- Dissection and Anatomy Club on Monday afterschool in B2;
- Electronics/robotics Club on Wed afterschool in P2;
- Eco-schools on Tuesday break in HE3.

## **CHEMISTRY**

### **Useful academic tasks**

1. Tidy up:

Sort out your folder and put everything in order. Arrange your notes by topic (could use the contents page of your textbook/revision guides. You can then identify any areas where you are missing notes and catch up.

2. Summarise a topic:

Pick a topic, get a big sheet of paper and create a summary sheet. Could be a mind map, or just divide up the paper for different examples. Use colour, don't make it too wordy, use diagrams and equations etc. and don't forget the key practicals.

3. Chemical Formulae:

Use your revision guide/textbook to look up the most common chemicals, make a list and learn their formulae. Look up how to work out ionic formulae and practice!

4. Balancing equations:

A really key skill! Look up how to do these and practice, practice, practice. There are loads of videos available on Youtube, Kerboodle, and your revision guides will cover this too.

5. Use some online resources:

- GCSEPod
- Kerboodle
- Educake
- FreeScienceLessons.co.uk

6. Use your CGP workbook for question practice

You probably bought one of these in year 9. (If you didn't, see Miss Harrison). Work through the questions and check your answers

### **Extension activities**

7. International Year of the Periodic Table

2019 is international year of the periodic table! See the website <https://www.iypt2019.org/>

Click on 'Ongoing Activities' under the green 'Activities' tab. You can:

- Undertake the Global Online Challenge Quiz (and get a certificate!!)
- Watch videos made by other young people
- Make your own periodic table
- Read about Marie Curie's work

8. Check out the Royal Society of Chemistry <https://edu.rsc.org/student>

There are loads of quizzes, online games, activities, computer simulations and the famous 'On This Day in Chemistry' to check out

9. Research careers that use Chemistry

The RSC website <https://edu.rsc.org/student> is a fantastic place to start. It has advice on your choices at 14, 16 and 18 as well as profiling some careers that are a little more unusual.

### **Drama**

1. Watch a play or film and write a review – focusing mostly on the actors and their use of body language and facial expressions.
2. Learn/revise the staging types that we see in the theatre - draw them and then label them.
3. Find stimuli that inspires you – it can be anything. Write a paragraph about why it inspires you.
4. Write a script for one scene – this scene can be based on an article you have read, a book you are reading/studying, a devised performance from lesson.



5. Design staging and set for a production of *Noughts and Crosses* – imagine there is no budget so you can be as creative as you wish (keeping in line with Brechtian conventions). You can sketch or write this.
6. Write a character profile for any character from *Noughts and Crosses*. You could also draw a picture of them in your chosen costume for them.
7. Draw up a ‘vocabulary’ sheet to help you in the written exam. Consider words that help to analyse and evaluate an actor’s performance.
8. Learn about the different types of roles within the theatre and the job description of each.

**GCSE AQA English Language Revision Activities – please aim to complete a range of activities and at least one activity a week**

Quick Tasks		Medium Tasks		Longer Tasks	
Recap subject terminology by completing an A-Z of different devices writers use for effects e.g. Alliteration, Ballad, Caesura...	Recap/ revise the different ways to use commas and write 3 sentences using them correctly (and in different ways!)	Read a newspaper or magazine article and summarise the key points of the article in a paragraph	Read a newspaper article and label it for <b>DAFORREST</b> devices such as direct address, facts... What effect do these devices have and why?	Read a classic text, preferably 18 <sup>th</sup> / 19 <sup>th</sup> century, such as <i>Frankenstein</i> , <i>Dracula</i> , <i>The Importance of Being Ernest</i> , <i>Emma</i> ...	Read a modern text (20 <sup>th</sup> /21 <sup>st</sup> century) such as <i>Animal Farm</i> , <i>1984</i> , <i>The Hunger Games</i> , <i>Northern Lights</i> ...
Chose 3 key words from a newspaper or magazine article you have read and <b>think</b> about what effect they have on the reader and why?	With a partner, create each other True or False questions based on a short extract like a magazine or newspaper article to practise finding information.	Discuss an extract with a friend: subject, feelings, <b>“juicy quotes”</b> , devices, effects on the reader. Which 2 words would you zoom in on and why are they significant?	Read a newspaper/ magazine article/ leaflet and write 2 paragraphs on how the writer uses language to interest the reader. Think about the <b>what, how and why</b> .	Write part of a story – include description, speech and paragraphs. You must start with the sentence: <b>‘It was quiet... too quiet.’</b>	Look up the 100 most misspelt English words and practise/ test yourself on 10 each week until you have learnt as many as you can.
Recap/ revise the following sentence types and their effects: Minor, simple, compound, complex, declarative,	Recap/ revise the different ways to use semi-colons and write 3 sentences using them correctly (and in different ways!)	Read a short fiction extract (you could find one online). Divide it into three chunks – note what happens at the beginning, middle	Read a short fiction extract (1xA4 page) and label all the devices e.g. simile, adjective etc. Annotate what effect	Each week chose 3 words that you have overused in your writing – preferably simple words like ‘big’ – use the thesaurus to	Plan and complete Paper 1 or 2 English Language reading questions. Ask your teacher for help or

interrogative, imperative, exclamatory		and end and why the writer sequences it this way.	these devices have on the reader and why.	find synonyms. Write some sentences using them to remember.	ideas of which questions to practise.
Recap/ revise the different ways to use apostrophes and write 3 sentences using them correctly (and in different ways!)	Recap/ revise the following devices: Simile, metaphor, alliteration, personification, juxtaposition, adjective, adverb.	Recap and revise the different ways you could start a sentence e.g. adverbs, subordinate clause... write 2 paragraphs using these different sentence starts	Chose 3 key words from a newspaper or magazine article you have read and <b>write</b> about what effect they have on the reader and why? 2 paragraphs	Chose two extracts that are about a similar object or idea. Compare how the two writers use language to present their views in the two extracts.	Write an article for a website on modern technology. <b>Title: Is Modern technology ruining our lives?</b> Think about tone, being formal and using paragraphs.

### GCSE AQA English Literature Revision Activities – please aim to complete a range of activities and at least one activity a week

Quick Tasks		Medium Tasks		Longer Tasks	
Recap 'The Sign of Four', 'Jekyll and Hyde', or 'Romeo & Juliet', or 'Macbeth', or 'An Inspector Calls' by completing an A-Z e.g. <b>A</b> nswers, <b>B</b> irling, <b>C</b> haracter, <b>D</b> ramatic Irony...	Choose a powerful word from one of the poems. Write a PETER+C paragraph on this one word as a quick practice for zooming in on deliberate word choices.	Find an unseen poem of your choice. Read and annotate the poem according to the following question: How does the poet in _____ present the persona?	Plan (using the fishbone) and answer the following question with two poems from 'Love and Relationships': How do poets present negative feelings?	Re- read 'The Sign of the Four' or 'Jekyll and Hyde'. Make sure your school copy is fully annotated.	Re- read 'An Inspector Calls' a play by J.B. Priestley. Make sure your copy is fully annotated. You can find a PDF copy online, or buy it from a book store.
Write a summary of one of the texts, or poems that you have studied. Plot, characters, purpose.	Create a profile on one of the characters from the texts, or one of the personas from the poems you have studied. E.g. This could be in a fake social media format, or a poster.	Plan (using the fish bone) and answer the following question with two poems from 'Love and Relationships': How do poets present positive feelings?	Create mind-maps planning answers to the questions you brainstormed in the quick task. Points, key quotes, devices, context, effects on reader	Re- read 'Romeo and Juliet' or 'Macbeth' - plays by William Shakespeare. Make sure your school copy is fully annotated.	Re-read 'Love and Relationships' poetry cluster. Make sure your AQA school copy is fully annotated.
Create a true or false quiz for a friend on one of the	Choose a short extract from 'Romeo and Juliet' or 'Macbeth'. Decide on	With a partner, recap and discuss one of the texts you have studied. Who	Find an unseen poem of your choice. Read and annotate the poem	Plan and answer a practice paper 1 Shakespeare and 19 <sup>th</sup>	Plan and answer a practice paper 2 Modern Texts and Section B

texts, or poems you have studied.	a suitable question for this extract and then annotate it accordingly for ideas that link to this question.	are the characters? What's the purpose of the text? Which scenes/ chapters are of most importance? Etc.	according to the following question: How does the poet in _____ present strong feelings?	Century novel – 1 hour, 45 mins. Ask your teacher for some suitable questions.	Poetry – 1 hour, 45 mins. Ask your teacher for some suitable questions.
Choose a short extract from 'The Sign of Four' or 'Jekyll and Hyde'. Decide on a suitable question for this extract and then annotate it accordingly for ideas that link to this question.	Brainstorm as many questions as you can think of for a text you have studied e.g. What is the importance of Eva Smith? What is the importance of the Inspector? and so on.	Create a timeline of historical periods that relate to all the texts you have studied. This is to ensure that you refer to the correct time period in your answers.	Create a grid for the 'Love and Relationship' poems comparing their personas, feelings and devices. Which ones would you compare and why? Think about the different possible questions.	Create a quote wall for each text you have studied and revise these key quotations on a regular basis. Don't make them too long and chose a variety of ideas.	Use a poetry or Literature glossary to revise terminology for your literature exams. Revise these on a regular basis. During Year 11, a suitable one will be made available to you.

### Food Preparation & Nutrition

- Timing is difficult in Food Preparation lessons and we cannot always easily cover the skills we need for our GCSE. At home, research and make Puff pastry then use this to produce a savoury or sweet pie.
- Choux pastry is ideal for piping, create a choux pastry swan, bake and decorate it to make an attractive dessert.
- There are three main types of meringue. Research these and explain the differences in their preparation. How do these differences affect the potential ways we can use the meringue?
- Make some butter at home and serve it as part of a meal
- Practice making mayonnaise. There are two methods, the traditional method and using a stick blender. Try both and evaluate the end results and also the process for making. Which is best/most suitable for inclusion in a high skill practical?
- **2 week assignment:** We have learned about food preparation facts regarding denaturation of protein. Identify 3 recipes that include preparation techniques specifically used to tenderise/improve the quality of cooked protein. Cook these recipes and with photographs, demonstrate how much each process has improved the eating quality of the protein.
- Heston Blumenthal is a chef who uses food science as a means of presenting unusual and very appealing food. Research this chef and identify areas we cover in the Food Preparation and Nutrition specification, which he uses in the preparation of his successful dishes.
- **2 week assignment:** Sustainable food production is becoming an important issue in global welfare. In a group of three, research sustainable food production methods and give examples in a power point that you can show to the class.
- **3-6week assignment:** Practice making 6 cakes using 6 different cake making methods. Photograph each cake and explain the method used
- Food Safety is of huge concern when preparing food. Research Biological, Chemical and Physical factors that affect food safety and produce a revision guide that will help the group answer questions of Food Safety in our exam.

Year 11:

- Lamination is a term often associated with pastry making. Explain what lamination is and find two recipes that show examples of this technique.
- Meringue is ideal for piping, look at different types of meringue and use one of these to make and decorate an attractive dessert.
- There are three main types of raising agent. Research these and explain the differences in their uses. How do these differences affect the potential ways we can use them in baking?
- Make some butter at home and serve it as part of a meal
- Practice making Hollandaise sauce. This is a complex emulsion sauce and would be an excellent addition to your NEA2 repertoire.
- **2 week assignment:** Food Hygiene is a fundamental part of Food Preparation and Nutrition. In a group of three people, produce a revision guide for other students in the class.
- Heston Blumenthal is a chef who uses food science as a means of presenting unusual and very appealing food. Research this chef and identify areas we cover in the Food Preparation and Nutrition specification, which he uses in the preparation of his successful dishes.
- **2 week assignment:** Environmental food production is put forward as a major issue in global welfare. In a group of three, research what is meant by Environmental food production method, put together a news portfolio of articles that show a balanced view of environmental food production issues. Include areas such as GM, Organic, Free Range, Red Tractor, Fair Trade, Irradiation, use of Hormone and Antibiotics in food production
- Imagine you are cooking Sunday lunch for friends or family, devise a menu that will demonstrate a wide range of skills and can be prepared, cooked and served within 3 hours. Practice this if you get chance and take photographs.
- **3-6week assignment:** Research methods of making pastry. Identify 6 products made using 6 different methods of pastry making and try to make a few of these. Take photographs.

## Geography

Throughout your 2 year Geography GCSE course, aim to refer to the following as much as possible to help you improve your understanding and be better prepared for the 3 exam papers.

Look at the Geography GCSE AQA website for the following:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035> - for the specification

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources> - for past papers

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/teaching-resources> - for other helpful resources such as command words

Make sure that you are also constantly referring to the Y10 and Y11 Geography areas on the [School Portal](#) page as all of the geography teachers regularly upload helpful documents and resources.

In addition to the above, you should also be using the following websites:

- [www.educake.co.uk](http://www.educake.co.uk) – your teachers will be regularly setting tests as preps and additional help
- [www.gcsepod.co.uk](http://www.gcsepod.co.uk) – download the app for your phone so you can listen to podcasts to help you do quick revision sessions and topics
- <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc> - Make sure you look at the AQA GCSE Geography section
- <https://geographycat.co.uk/> - a fun way to help you revise
- [www.internetgeography.net](http://www.internetgeography.net) – Some very helpful resources
- [www.s-cool.co.uk/gcse/geography](http://www.s-cool.co.uk/gcse/geography) - Good on the different topics

## HISTORY

### Revision planning:

Guide to the papers and notes for all topics are available on portal: [Cranbrook portal > student public > year 11 > history](#)

Use a range of revision methods to enhance your knowledge and understanding:

- Producing effective flashcards
- Creating colourful and memorable mind maps that consolidate each topic's knowledge
- Finding ways to effectively learn names, dates and events
- Reading extracts – skimming, scanning, retrieval...
- Creating planning grids or information gathering tables
- Annotation and highlighting key information
- Multiple choice Google classroom quiz on knowledge from readings or classwork
- Informative presentations
- Producing colour coded revision notes for each period studied
- Bringing prior knowledge or evidence to the lesson

The following link suggests a number of ways to make revision active:

<https://mrthorntonteach.files.wordpress.com/2018/02/how-do-we-revise-for-history.pdf>

**Further revision materials and tests – suggested topics:**

<https://www.bbc.co.uk/bitesize/topics/zsd9cwx>

*Germany Depth Study*

<https://www.bbc.co.uk/bitesize/topics/z8ntxsg>

*Cold War up to Vietnam*

<http://www.johndclare.net/index.htm>

Revise Treaty of Versailles

League of Nations

Road to WWII

The Origins of the Cold War

How the Cold War developed

**Extend your understanding of your GCSE topics:**

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/?key-stage=ks4>

Chamberlain and Hitler 1938

Christmas is cancelled

Civil War

Cold War

German Occupation of the Rhineland

Great War 1914-18



Hitler assassination plan

Magna Carta

Medieval Castles

The Holocaust

World War II

**Other ways to extend your wider historical understanding:**

- Visiting museums and exhibitions, e.g. – National Portrait Gallery, IWM, National Archives, British Museum, V&A, the Horniman Museum etc
- Visit other places of interest such as the Tower of London, the Cabinet War Rooms, Windsor Castle, Hampton Court Palace, Hever Castle, Dover Castle, Kenilworth Castle.
- Watch relevant documentaries on the topics we are studying but also on topics outside of the History curriculum, to extend a love and passion for History
- Listen to Radio 4 discussions and debates on historical topics
- Read Historical novels to immerse selves further in the period and also challenge how realistic the interpretations are

## YEAR 10 LATIN

### VOCABULARY

1. Go onto the student portal and download the document from previous stages which you might have forgotten.
2. Use the Cambridge Latin Course online vocabulary tester <https://www.clc.cambridgescp.com/online-activities>

### GRAMMAR

1. Use the back of the Cambridge Latin Course books to read through the grammar notes about nouns, verbs
2. There are practice sentences for each grammar point for
3. Learn the noun tables – declensions 1-3 off by heart the endings.

### CIVILISATION

1. Use the internet and the library to research:

#### Tips for learning vocabulary

- Have someone else test you.
- Cover the words and test yourself.
- Write out the Latin and the English again and again.
- Write the words on post-its around your house where you will see them.
- Stick your vocab list on the back of the toilet door to read when you're on the loo.
- Repeat, repeat, repeat – we do not learn vocabulary to pass tests, we learn it to make translating easier. It must go into your long-term memory!

CLC Unit 1-2 vocabulary and revise the words to revise vocabulary.

(CLC1 p.180+, CLC2 p.150+ and CLC3 p.146+) and adjectives.  
you to practise your translating.  
(puella, servus, templum, rex) so you can recite

- Roman baths
- Roman education
- Gladiators and the amphitheatre
- Recitations and Roman poetry
- Greek and Roman theatre (you might like to read some plays in English – eg: Oedipus the King by Sophocles or Medea by Euripides)
- Chariot racing

## ENRICHMENT

- There is a wealth of documentaries on YouTube, All4 an BBCiPlayer about the Greeks and Romans which will help with your understanding of the ancient world.
  - Mary Beard' Ultimate Rome
  - Genius of the Ancient World "Socrates" – Bettany Hughes
  - Ancient Invisible Cities – Dr Michael Scott
- Novels
  - Lindsey Davies writes crime novels about a Roman detective, Falco, solving murder mysteries.
  - The Song of Achilles – Madeline Miller – is about the relationship between Achilles and Patroclus.
  - Emperor series by Conn Iggulden is about Roman warfare and Julius Caesar's rise to power.
  - Percy Jackson – is about Greek mythology

## YEAR 11 LATIN

### VOCABULARY

1. Use the EDUQAS prescribed Latin vocabulary (on portal or your hard copy in your folder) to revise all the vocabulary.
2. Use the Cambridge Latin Course online vocabulary tester to revise vocabulary.  
<https://www.clc.cambridgescp.com/online-activities>

### GRAMMAR

1. Use the John Taylor "Latin to GCSE" book to look up any grammar points you're unfamiliar with.
2. There are practice sentences for each grammar point for you to practise your translating.
3. Learn the noun tables – declensions 1-3 off by heart -puella(f), servus(m), templum(n), rex(m/f)- so you can recite the endings.
4. Learn all the verb tenses off by heart and how to translate them:
  - a. Present – I am walking

#### Tips for learning vocabulary

- Have someone else test you.
- Cover the words and test yourself.
- Write out the Latin and the English again and again.
- Write the words on post-its around your house where you will see them.
- Stick your vocab list on the back of the toilet door to read when you're on the loo.
- Repeat, repeat, repeat – we do not learn vocabulary to pass tests, we learn it to make translating easier. It must go into your long-term memory!

- b. Perfect – I walked
  - c. Imperfect – I was walking
  - d. Pluperfect – I had walked
  - e. Imperfect Subjunctive – I was walking (subjunctive)
  - f. Pluperfect Subjunctive - I had walked (subjunctive)
  - g. Future (1 & 2) – I will walk / I am going to walk
5. Use the GCSE EDUQAS Grammar Checklist to make sure you have notes on all the grammar topics.

## CIVILISATION

1. Use the internet and the library to research:
- a. Roman baths
  - b. Roman education
  - c. Gladiators and the amphitheatre
  - d. Recitations and Roman poetry
  - e. Greek and Roman theatre (you might like to read some plays in English – eg: Oedipus the King by Sophocles or Medea by Euripides)
  - f. Chariot racing

Don't forget to use your yellow  
civilisations book to revise the Civ  
topics!

## ENRICHMENT

- There is a wealth of documentaries on YouTube, All4 an BBCiPlayer about the Greeks and Romans which will help with your understanding of the ancient world.
  - Mary Beard' Ultimate Rome
  - Genius of the Ancient World "Socrates" – Bettany Hughes
  - Ancient Invisible Cities – Dr Michael Scott
- Novels –
  - Lindsey Davies writes crime novels about a Roman detective, Falco, solving murder mysteries.
  - The Song of Achilles – Madeline Miller – is about the relationship between Achilles and Patroclus.
  - Emperor series by Conn Iggulden is about Roman warfare and Julius Caesar's rise to power.
  - Percy Jackson – is about Greek mythology

## MATHS

1. Use a revision guide or purple textbook (you may borrow one if you ask) to make notes on a topic that you do not understand. You could make flash cards, mind maps or notes – depending on how you best see the world.
2. Invest in a set of revision cards, the front has all key information and formulae and the back has a worked example. Work through each one, deciding if you're happy with the topic or you need to revisit it. Later on, go back and do the ones you were not happy with. If you don't want to purchase the pre-made ones it is an excellent task to make your own.
3. Work through your topic list, highlighting which topics you are happy with and which you need to focus on.
4. Visit websites such as mymaths, BBC bitesize, Educake and Dr.Frost Maths– there are so many resources to practice, read up and quiz yourself.
5. Use Corbett maths each day to compete their 5-a-day questions, great for keeping maths at the front of your brain!
6. A revision workbook can be really handy to complete questions on every key topic. Pair it up with a guide or textbook to help you with your learning.
7. Use your books from the start of year 9 to go through and put all key formulae and vocab on post-its. Stick them in your bathroom / kitchen / bedroom and test yourself regularly. Circulate them each week so you don't keep learning the same ones.
8. Download past papers from the portal so that you can complete a paper in test conditions. Once you're done you can mark your work and then ask your teacher if there are any questions you still don't understand.
9. Retry an RA or mock paper you did over a term ago? Can you still get the same percentage, or better?
10. Help a friend to understand a topic that you understand. Teach them as if you were running a lesson, make sure you explain all key ideas and give them a chance to answer questions and ask you if they have any of their own.

### **French/ Spanish Extension and Revision Activities – please aim to complete a range of activities and at least one activity a week**

Quick Tasks		Medium Tasks		Longer Tasks	
Test yourself on all the vocabulary seen in the last lesson.	Investigate a French/ Spanish speaking country that is not France or Spain. Find out facts, figures about its geography, its traditions,	Test yourself on all the vocabulary seen in the last week.	Investigate the life of a French / Spanish speaking singer/ band from a French / Spanish website. Write an autobiography in English,	Test yourself on all the vocabulary seen in the last module.	Watch an age-appropriate French/ Spanish speaking film, write a review, present the film to your peers, explaining what you enjoyed

Try different methods and work out which works best for you: Read, cover and test Make flashcards Use internet e.g. Quizlet or Memrise	its food, and the historical reason why it is French / Spanish speaking. Make a list of the main French/ Spanish key words you would need to name the features you have found.		including the name and topic of the artist's main songs. Explain why you chose this artist. Write key words you had to look up in your research.		most about it, and criticize what you didn't enjoy so much/ what you would change.
Investigate a French/Spanish speaking town or region. Find out fact, figures about its geography, its traditions, its food, its history. If you have visited this place, add your personal views/ memories of this place. Write an account of your stay in French/ Spanish.	Investigate festivals taking place in a French/ Spanish speaking area. Write what happens during this festival, when and why it happens, whether you would like to attend or have attended it yourself. Make a list of key words relating to this festival.	Choose one song from a French/ Spanish speaking artist you like the sound of. Print the lyrics, and using a dictionary only, have a go at translating words so that you can guess the meaning of the song. Spend 20mn on this task. After 20mn, download the translation from the internet and compare it to your findings. Do a self-evaluation to appraise how well you managed the translation on your own. Does knowing the meaning increase your enjoyment of the song?	Investigate the life of a French / Spanish speaking actor/ actress from a French / Spanish website. Write an autobiography in English, including the name and topic of the artist's main films. Explain why you chose this artist. Write key words you had to look up in your research.	Investigate the main difference between education in Britain and in France/ Spain. What are the different year groups called, what are the names of the different types of school at different ages, uniform, rules, timing of the day, sport? Choose one school in France / Spain and read their website; gather information about this school in particular. How does it differ from ours? Make a presentation in French / Spanish about your findings.	Find out how the main greetings and general customs from a French / Spanish speaking country differ from those in Britain. The customs can include what happens at specific times of the year, what specific food is eaten and why, what makes this time of year special in this country. Make a list of the key words in French / Spanish to name those features.
Investigate the life a famous French / Spanish person (celeb, politician, sportsperson, artist...) from a French / Spanish website. Write key facts about that person's life in French / Spanish. Explain why you admire this person in French/ Spanish.	Investigate the French / Spanish equivalent of a British TV show (the Voice, British bake off, Super Nanny, Who Wants to be a Millionaire...). Write facts about this show from a French / Spanish Website, highlighting the difference with the British show.	French only. Download any poem from Jacques PREVERT in French. Using a dictionary only, have a go at translating words so that you can guess the meaning of the poem. Spend 20mn on this task. After 20mn, download the translation from the internet and compare it to your findings. Do a self-evaluation to appraise how well you managed the translation on your own.	Investigate French / Spanish food. Make list of food in the target language and translate in English or illustrate on a poster. Download the recipe of a French / Spanish dish in French / Spanish, and create a poster to help an English person understand it; illustrations, vocab box, etc. If this dish is particular to a region or is eaten at a specific time of year, illustrate this too.	French only. Choose one charity from this list (Médecins Sans Frontières / Sos Racisme / Emaüs / Les Restos du Coeur) and investigate the charity from its French website. In Spanish, investigate the charity <i>Manos Unidas</i> or find a charity that appeals to you.  Gather facts and figures and make a presentation in French / Spanish about your findings.	Choose a sporting event in France or Spain and investigate it from its French / Spanish website. Gather facts and figures and make a presentation in French / Spanish about your findings. What is the British equivalent for this event?

			Extra; Cook the food yourself and bring into your tutor group, explaining how you made it and the difficulties you found. Make a survey to see how your peers like it.	What is the British equivalent for this charity?	
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## PHYSICS INDEPENDENT STUDY TASKS

### Useful academic tasks

#### 1. Formulae and units.

You have to learn a **large** number of formulae and units for GCSE and so you need to start this learning sooner rather than later.

- Find your formula and units sheet in your folder. If you've lost it, get another from portal. Use the 'look, learn' cover' write, check' method to test yourself on the contents of this sheet.
- Make up a test for your friend and get them to do it. Get them to write one for you.
- Can you come up with any creative ways to learn any of the formulae? Are you then prepared to share these with your class?

#### 2. Standard unit prefixes

Your formula sheet also has the standard unit prefixes, such as giga (G) for  $\times 10^9$  or billion.

Ignoring 'centi', each prefix is a multiple of three as shown below.

tera, T	giga, G	mega, M	kilo, k	milli, m	micro, $\mu$	nano, n
$\times 10^{12}$	$\times 10^9$	$\times 10^6$	$\times 10^3$	$\times 10^{-3}$	$\times 10^{-6}$	$\times 10^{-9}$

You need to learn all of these as well.

People often use 'Richard Of York Gave Battle In Vain' to stand for the spectrum colours Red, Orange, Yellow, Green, Blue, Indigo, Violet.

Come up with a **memorable** sentence where the words start with letters T, G, M, k, m, m and n to match the order of these multipliers. Or do it in reverse order if it makes for a better sentence.

As there are three letters 'm', you might wish to use 'Mega' and 'micro' as the two corresponding words as these could be words in a sentence. And/or use the name Millie for milli?

Using 'Twelve' for 'T' (or 'nine' for 'n') would give you a starting point for the numbers as well.

#### 3. Sort out your folder and put everything in order.

It's a trivial thing, but if you don't file paperwork correctly then you'll lose time in class or when doing homework trying to find it again when you need it.



Periodically, take five minutes to keep on top of this.

4. Use your Key Ideas sheet to create a mind map or set of flashcards for a recent physics topic.

Once this has been done properly and you've created something useful, put it somewhere safe e.g. the 'Tests' section of your folder ready for revision.

After the next test, review your mind map and see if you need to add anything new or emphasize a detail. This **review** stage is possibly the most useful part of the process to consolidate learning.

Do this regularly to build up valuable resources for revision at the end of the year and eventually for GCSE.

5. Learn the practical vocabulary sheet.

Pay attention to odd terms such as 'calibrate' and 'precision': they don't come up often in lessons but the Examiner could set a question using **any** word on that sheet.

Make a list of any terms that you don't understand and ask your teacher about them.

Make up a test for a friend to help them learn the terms as well.

6. Try out GCSEPod. It's rather good!

Pick a recent topic that you've studied and listen to the podcast on that topic.

Is this something that would help with your revision for the next test or the end of year exams?

7. Complete any classwork sheets e.g. where you didn't do 'Towards level 9' extension material.

Find the worked answers (on portal) and check that you've understood everything.

Make a list of any questions that you'd like to ask your teacher.

8. Use your CGP workbook

You may have bought or been given one of these books in Year 9 or 10.

Pick a topic where you know that you need some practice and look the topic up in the index.

Try the questions and check the answers in the back of the book.

Make a note of anything you wish to discuss with your teacher.

9. Revise using Kerboodle documents

Kerboodle has a number of rather good resources that can be used but your access does not allow you to look at answers.

Mr Hills has placed the Kerboodle documents **and** their answers on the school portal. The documents with answers have '(teacher)' at the end of the document name.

Pick a topic where you know you'd benefit from extra practice and try one of the worksheets. Then check your answers using the '(teacher)' document.

10. Revise using past papers - for Year 11 only.

(Sorry, Year 10, but you won't have covered enough of the course yet.)

**Portal** contains all of the specimen papers or past papers that you are **allowed** to access along with marking schemes. **Don't** go anywhere else to find past papers.

There aren't many papers for the current GCSE as it's so new. You should use any available papers **very** sparingly until close to the actual exams. Maybe do **one** paper as a warm up for each internal mock to get accustomed to the new style of exam?

Questions on the double award and triple award papers don't overlap at all. Portal will contain exam papers for the **other** course (double or triple) that you **can** use in your course. Triple award students – the double award papers cover about 70% of your course and are definitely worth doing. Double award students – your area has triple award papers that have been edited to show which questions you shouldn't attempt.

Finally, there are older papers that have been edited so that you know which questions are no longer on the specification.

11. Isaac Physics is a website created by Cambridge University that was originally intended to help prepare students for Cambridge interviews.

The website now contains material aimed at GCSE students: <https://isaacphysics.org/gcse>.

Usefully, you can choose questions with different levels of challenge and choose the number of hints that you need to solve the problem. A good resource for those aiming at levels 8 and 9.

### **More creative tasks**

12. People are rightly increasingly concerned about the environmental damage caused by mankind.

It has been suggested that we could use 'geoengineering' to fix some of these issues.

Look up the term **geoengineering** and explain what this term means.

Pick one example of a proposed form of geoengineering. Outline what would need to be done and how it would help with environmental damage.

How costly would it be to implement this on a large enough scale to be worthwhile? Are there any unwanted side effects (such as changes to global weather patterns)?

Have any small-scale tests been done? If so, what was the outcome? If not, is there a good reason such tests haven't been done?

Your research could be summarised as a poster or booklet. It could also be presented in an essay or even as a website.

13. The future will be shaped in large part by engineers.

There are lots of different branches of engineering, many of which you are unlikely to have met before (see [https://en.wikipedia.org/wiki/List\\_of\\_engineering\\_branches](https://en.wikipedia.org/wiki/List_of_engineering_branches) for a fairly detailed list).

Choose one new technology or new invention that you would like to see brought into existence in the next twenty years.

Outline what your invention would do and explain which branch or branches of engineering would be involved in making your invention a reality.

## **RELIGIOUS STUDIES**

Use GCSE POD for revision	Visit a Cathedral or Mosque	Watch the film - <i>My Big Fat Greek Wedding</i>	Listen to philosophy or ethics podcasts on <a href="http://www.thepanpsycast.com">www.thepanpsycast.com</a>
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Watch the documentary on iplayer – Bettany Hughes’ ‘Socrates’	Use the school Portal for revision	Complete the 100 day challenge questions	Watch the film <i>East is East</i> or <i>West is West</i> .
Read <i>The Puzzle of Ethics</i> Pater Vardy	Write a summary page for each section of the course for your file.	Watch – <i>The Good Place</i>	Read the <i>Chronicles of Narnia</i> .