



# BELVOIR

A PRIORY ACADEMY

## Year 10 Exams Week

### Revision Timetable and Topics Booklet

#### The Rules!

- You will fill in this revision timetable with which topics to study on which days. Do your best to stick to it.
- Each session should be at least ***45 minutes*** with NO distractions. Put your phone in another room, turn the TV off and tell your family you are revising.
- Aim for 5mins self-quizzing, 35mins active revision and 5mins writing a quiz for next session.
- After each session, have a ***20 minute break***. Do something different – go outside, talk to your family, eat a snack, get a drink.
- Revision sessions need to be active. This means NOT just reading and highlighting. Do something with the information – turn it into pictures, summarise it onto revision cards, test yourself or get someone to test you. Use the **Revision Skills Booklet** to find strategies and tips.
- Make sure you have one day off each week where you do no revision or school work at all. Remember this can be flexible each week depending on your plans, but you should be ***revising for six out of seven days***.

## How to create a revision timetable

**1 - Work out when you need to start your revision and how many weeks you need to revise for and make a basic calendar (see pages 7-11).**

**2 - Decide on your day off each week and mark it off on the calendar for each week.**

Most people choose Saturday as their day off, but you can change this depending on what suits you best. If it's your birthday or you have a party, have that day off and work on Saturday.

Remember this can be flexible each week depending on your plans, but you should be revising for six out of seven days.

**3 - Plot which subject you are going to revise in each slot, two or three subjects per night.**

Look at how much you have to revise for each subject as a guide for how many times a week you need to schedule it for.

**4 - Now assign the revision topics to each slot.**

Your teachers have broken the exam papers down into key topics/areas to revise. Count how many revision sessions you have per subject, then count how many topics there are per subject. Divide the number of topics by the number of revision sessions, this will tell you how many topics you need to study in each revision session.

**5 – Look at each topic and decide the best revision strategy for that topic, then write it into the timetable.**

The aim here is to make as many decisions as possible now so that when you come to revise, you can just sit down and get on with it.

Look at pages 1 and 2 of the revision skills booklet, then write under each topic whether you will make mind maps, revision cards, do past papers etc. Choose the revision strategies that work the best for you AND for the topic you are studying.

## Planning Your Revision

Complete this table to show how many subjects you have exams in and how many topics per subject you will need to revise. This will help you decide how many revision sessions to give each subject.

\*If you think a topic is a very big topic, you may want to count it as two. If you think you can pair two smaller topics together, you may want to count them as one.\*

Subject	No. of topics
English Literature	12
English Language	7
Maths	6

Once you have planned in your day off, you have TWELVE revision slots per week. How can you divide this between your subjects to make sure you have enough time to revise them all?

For example, if you have an exam for every subject you study, you could plan it out like this:

**English Lang = 1**  
**English Lit = 2**  
**Maths = 2**  
**Science = 2**

**Opt Block 1 = 2**  
**Opt Block 2 = 1**  
**Opt Block 3 = 1**  
**Opt Block 4 = 1**

You might decide you need less time on some subjects and more on others, so you can change this to suit you.

If you have subjects where you are NOT having an exam, this gives you more revision sessions to assign to the bigger subjects so that you can make sure you cover everything.

<b>SUBJECT</b>	<b>TOPICS TO REVISE</b>		
<b>English Literature</b>	<u>Anthology Poetry</u> <ul style="list-style-type: none"> <li>• Jamaican British</li> <li>• Kumukanda</li> <li>• Island Man</li> <li>• We Refugees</li> <li>• My Mother's Kitchen</li> <li>• The Emigree</li> <li>• Peckham Rye Lane</li> <li>• In Wales Wanting to be Italian</li> <li>• Clear and Gentle Stream</li> </ul> <p>You may not have studied all of these poems! Make sure you revise all of the ones you have covered – ask your teacher if you are unsure. You also need to revise the relevant context for each poem.</p>	<u>Unseen Poetry</u> <ul style="list-style-type: none"> <li>• Subject terminology for poetry language analysis</li> <li>• Subject terminology for poetry structural analysis</li> <li>• How to write a comparative poetry essay – look in your exercise book for the paragraph structure your teacher has modelled with you.</li> </ul>	
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Subject terminology for language analysis</li> <li>• Subject terminology for structure analysis</li> <li>• Analytical verbs</li> <li>• PE(phrase)A,E(word)A,E(structure)A paragraph structure</li> <li>• SPITE/TIES (Settings, People, Ideas, Themes, Events)</li> <li>• Evaluative language – PECS (powerfully, effectively, creatively, successfully)</li> <li>• PE(evidence)EV (evaluate) EEV,EEV</li> </ul>		
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• SS&amp;M</li> </ul>	<ul style="list-style-type: none"> <li>• Handling Data</li> <li>• Probability</li> <li>• Ratio &amp; Proportion</li> </ul>	
<b>Triple Science</b>	<u>Biology</u> <ul style="list-style-type: none"> <li>• Cell structure and microscopes</li> <li>• Photosynthesis/limiting factors, structure of a leaf, plant transport</li> <li>• Aerobic and anaerobic respiration</li> <li>• Fermentation</li> <li>• Metabolism</li> </ul>	<u>Chemistry</u> <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Bonding</li> <li>• Energy changes</li> <li>• Electrolysis</li> <li>• Quantitative Chemistry</li> </ul>	<u>Physics</u> <ul style="list-style-type: none"> <li>• Energy stores and transfers</li> <li>• Energy and heating</li> <li>• Electric circuits</li> <li>• Mains electricity</li> </ul>
<b>Combined Science</b>	<u>Biology</u> <ul style="list-style-type: none"> <li>• Tissues and organs</li> <li>• The digestive system and enzymes</li> <li>• The heart and blood</li> <li>• Breathing and gas exchange</li> </ul>		
<b>Business</b>	<u>Business in the real world</u> <ul style="list-style-type: none"> <li>• The purpose and nature of businesses</li> <li>• Business ownership</li> <li>• Setting business aims and objectives</li> <li>• Stakeholders</li> <li>• Business location</li> <li>• Business planning</li> <li>• Expanding a business</li> </ul>	<u>Influences on business</u> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Ethical and environmental considerations</li> <li>• The economic climate on businesses</li> <li>• Globalisation</li> <li>• Legislation</li> <li>• Competitive environment</li> </ul>	<u>Business operations</u> <ul style="list-style-type: none"> <li>• Production processes</li> <li>• The role of procurement</li> <li>• The concept of quality</li> <li>• Good customer services</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>• Paper 1 Section C: Coasts including Holderness Coast case study (Mappleton) and Rivers including River Don case study</li> <li>• Paper 2 Section A Urban Issues and Challenges including Nottingham and Mumbai case studies</li> <li>• Paper 3 Section B Fieldwork</li> </ul>		
<b>History</b>	<p><b><u>Conquered and conquerors:</u></b></p> <ul style="list-style-type: none"> <li>• Vikings</li> <li>• Anglo-Saxons</li> <li>• Normans</li> <li>• Angevin Empire</li> <li>• Hundred Years War</li> </ul> <p><b><u>Looking West:</u></b></p> <ul style="list-style-type: none"> <li>• North America</li> <li>• Slave Trade</li> <li>• War of Independence</li> <li>• Huguenots</li> <li>• Highlanders</li> <li>• Ulster</li> </ul>	<p><b><u>Expansion and Empire:</u></b></p> <ul style="list-style-type: none"> <li>• India</li> <li>• Africa</li> <li>• Irish</li> <li>• Jewish</li> <li>• Australia</li> <li>• Urbanisation</li> </ul> <p><b><u>Britain in the 20th Century:</u></b></p> <ul style="list-style-type: none"> <li>• End of British Empire</li> <li>• Windrush</li> <li>• Falklands War</li> <li>• EU</li> <li>• Modern migration</li> </ul>	<p><b><u>USA</u></b></p> <ul style="list-style-type: none"> <li>• Causes of the 1920s economic boom</li> <li>• Mass production</li> <li>• People who didn't benefit from the boom</li> <li>• Women in the 1920s</li> <li>• 1920s entertainment</li> <li>• Prohibition and Organised Crime</li> <li>• Immigration and the Red Scare</li> <li>• Life for African-Americans and the KKK</li> </ul>
<b>Music</b>	<p><b><u>Music Theory</u></b></p> <p><b><u>The Concerto Through Time:</u></b> Baroque, Classical and Romantic. You need to know the features and composers to be able to recognise what's going on in the music, and identify which era it is from.</p>		<p><b><u>The Conventions of Pop:</u></b> You need to know the features, artists and different ways in which the instruments can be used to identify what's going on in the music and which genre it is from. Rock and Roll of the 1950s and 1960s Rock Anthems of the 1970s and 1980s Pop Ballads of the 1970, 1980s and 1990s Solo Artists of from 1990s to present</p>
<b>RS</b>	<p><b><u>Relationship &amp; Families Unit:</u></b></p> <ul style="list-style-type: none"> <li>• Human sexuality</li> <li>• Contraception</li> <li>• Family planning</li> <li>• Marriage and divorce</li> <li>• Family</li> <li>• Gender equality.</li> </ul>	<p><b><u>Religion &amp; Life Unit:</u></b></p> <ul style="list-style-type: none"> <li>• Creation of the universe</li> <li>• Origins of human life</li> <li>• Environment</li> <li>• Pollution</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Life after death</li> </ul>	<p><b><u>Crime and Punishment Unit:</u></b></p> <ul style="list-style-type: none"> <li>• Types of crime</li> <li>• Causes of crime, including Hate, Greed and Addiction</li> <li>• Aims of Punishment</li> <li>• Treatment of criminals, including prisons, community service and corporal punishment</li> <li>• Forgiveness</li> <li>• Suffering</li> <li>• Capital Punishment</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Extinction</li> <li>• Technical skills</li> <li>• Imagination</li> </ul>		<ul style="list-style-type: none"> <li>• Artist research</li> <li>• Experimentation</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>• Module 1: Family and friends</li> <li>• Module 2: Free time and entertainment</li> </ul>	<ul style="list-style-type: none"> <li>• Module 3: Customs and traditions</li> <li>• Module 4: Town and local area</li> </ul>	
<b>Sociology</b>	<ul style="list-style-type: none"> <li>• Culture – All unit</li> <li>• Family – All unit</li> <li>• Crime – Views on Causes of Crime</li> </ul>		

<p><b>Food</b></p>	<p><b><u>Science behind bread making:</u></b></p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Different breads and cultures</li> </ul> <p><b><u>Nutrients:</u></b></p> <ul style="list-style-type: none"> <li>• Macro – Fat, Carbs, Protein (plus insoluble &amp; soluble fibre)</li> <li>• Micro – vitamins and minerals</li> </ul> <p><b><u>Veganism:</u></b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• How it affects food choices</li> <li>• Why people are vegan</li> </ul> <p><b><u>Changes that occur when cooking meat</u></b> (appearance, texture, taste etc)</p> <p><b><u>Changes that occur when fruit decays</u></b> (appearance, texture, taste etc)</p> <p><b><u>Lactose intolerance</u></b></p> <ul style="list-style-type: none"> <li>• Definition and alternatives</li> </ul>	<p><b><u>Energy and energy balance</u></b></p> <p><b><u>Food safety and hygiene:</u></b></p> <ul style="list-style-type: none"> <li>• Conditions needed for bacterial growth</li> <li>• High risk food handling</li> <li>• Positive uses of mould and bacteria in food</li> </ul> <p><b><u>Food labelling and consumers:</u></b></p> <ul style="list-style-type: none"> <li>• What is on there</li> <li>• How it helps us</li> </ul> <p><b><u>Environmental awareness when shopping:</u></b></p> <ul style="list-style-type: none"> <li>• Food miles</li> <li>• Fair trade</li> <li>• Farmers market</li> <li>• Red tractor label/sustainable fish etc</li> <li>• Recycled packaging/less plastic</li> <li>• Bulk buying/cooking</li> <li>• Wonky veg/fruit</li> <li>• Etc...</li> </ul>
<p><b>PE</b></p>	<p><b><u>Skeletal system:</u></b></p> <ul style="list-style-type: none"> <li>• Location of bones</li> <li>• Functions of the skeleton</li> <li>• Joints and movement</li> </ul> <p><b><u>Muscular system:</u></b></p> <ul style="list-style-type: none"> <li>• Locations of major muscles</li> <li>• Roles of muscles in movement</li> </ul> <p><b><u>Effects of exercise:</u></b></p> <ul style="list-style-type: none"> <li>• Short term (immediate) effects of exercise</li> <li>• Long term (training) effects of exercise</li> </ul>	<p><b><u>Physical training:</u></b></p> <ul style="list-style-type: none"> <li>• Principles of training</li> <li>• Methods of training</li> <li>• Optimising training</li> <li>• The exercise session</li> <li>• Components of fitness</li> </ul> <p><b><u>Risks and hazards in physical activity</u></b></p> <p><b><u>Classification of skills and skillful performance</u></b></p>
<p><b>DT</b></p>	<p><b><u>Designing Principles:</u></b></p> <ul style="list-style-type: none"> <li>• Investigation, primary and secondary data</li> <li>• The work of others</li> <li>• Design strategies</li> <li>• Communication of design ideas.</li> </ul> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Timbers</li> <li>• Metals and alloys</li> <li>• Polymers</li> </ul>	<p><b><u>Common Specialist Technical Principles:</u></b></p> <ul style="list-style-type: none"> <li>• Forces &amp; stresses</li> <li>• Improving functionality</li> <li>• Ecological and social footprint</li> <li>• 6 Rs</li> <li>• Scales of production</li> </ul> <p><b><u>Making principles:</u></b></p> <ul style="list-style-type: none"> <li>• Selection of materials and components</li> <li>• Tolerances</li> <li>• Tools, equipment and techniques</li> </ul>

**Week 1**

Monday 6 <sup>th</sup> May	Tuesday 7 <sup>th</sup> May	Weds 8 <sup>th</sup> May	Thurs 9 <sup>th</sup> May	Friday 10 <sup>th</sup> May	Sat 11 <sup>th</sup> May	Sunday 12 <sup>th</sup> May

Week 2

Monday 13 <sup>th</sup> May	Tuesday 14 <sup>th</sup> May	Weds 15 <sup>th</sup> May	Thurs 16 <sup>th</sup> May	Friday 17 <sup>th</sup> May	Sat 18 <sup>th</sup> May	Sunday 19 <sup>th</sup> May



**Week 3**

<b>Mon 20<sup>th</sup> May</b>	<b>Tuesday 21<sup>st</sup> May</b>	<b>Weds 22<sup>nd</sup> May</b>	<b>Thurs 23<sup>rd</sup> May</b>	<b>Friday 24<sup>th</sup> May</b>	<b>Sat 25<sup>th</sup> May</b>	<b>Sunday 26<sup>th</sup> May</b>

**Week 4 (Half Term)**

<b>Monday 27<sup>th</sup> May</b>	<b>Tuesday 28<sup>th</sup> May</b>	<b>Weds 29<sup>th</sup> May</b>	<b>Thurs 30<sup>th</sup> May</b>	<b>Friday 31<sup>st</sup> May</b>	<b>Sat 1<sup>st</sup> June</b>	<b>Sunday 2<sup>nd</sup> June</b>

**Week 5**

Monday 3 <sup>rd</sup> June	Tuesday 4 <sup>th</sup> June	Weds 5 <sup>th</sup> June	Thurs 6 <sup>th</sup> June	Friday 7 <sup>th</sup> June	Sat 8 <sup>th</sup> June	Sunday 9 <sup>th</sup> June

**Assessment Week 1**

<b>Mon 10<sup>th</sup> Jun</b>	<b>Tues 11<sup>th</sup> June</b>	<b>Weds 12<sup>th</sup> June</b>	<b>Thurs 13<sup>th</sup> June</b>	<b>Friday 14<sup>th</sup> June</b>	<b>Sat 15<sup>th</sup> June</b>	<b>Sunday 16<sup>th</sup> June</b>
<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>		
<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>		

**Assessment Week 2**

<b>Mon 17<sup>th</sup> June</b>	<b>Tues 18<sup>th</sup> June</b>	<b>Weds 19<sup>th</sup> June</b>	<b>Thurs 20<sup>th</sup> June</b>	<b>Friday 21<sup>st</sup> June</b>		
<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>		
<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>			

