

Name: _____ Form: 10__



Michelle Obama

“Through my education, I didn’t just develop skills, I didn’t just develop the ability to learn, but I developed confidence”

**Year 10 100% Sheets
Autumn Term 1 2026**

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INTRODUCTION FROM THE PRINCIPAL

At University Academy Long Sutton, we are immensely proud of our broad and balanced curriculum and the excellent facilities that enable all our learners to thrive. We strongly believe that each and every one of you have a role to play in our community and pride ourselves on our inclusive environment where we know everyone has the potential to achieve aspirational outcomes.

As a school, we work hard to ensure that all of our pupils achieve academic success and that they demonstrate ambition, striving for the highest possible standards both academically and personally.

We want you to flourish as an individual and to act with integrity, kindness and respect at all times, having the courage to give your best and the honesty to challenge yourself to continually improve.

Using this companion both at school and at home will help you to consolidate and remember all of the key knowledge needed for each of your subjects. They are called 100% sheets because they contain all of the essential knowledge that you will need to learn to succeed each term, in both your lessons and in your Key Assessments Points (KAPs).

This companion is an essential part of your school equipment, and you will need to bring it to **every lesson, every day**. It will also be vital in successfully completing your weekly homework activities, in your homework book.

Why are 100% sheets so important?

Having all of this key information in one place makes it easily accessible before during and after the study of a particular unit or topic. Teachers continuously refer to the content of the 100% sheets within lessons. This will support home learning where students can independently use them to develop and consolidate their knowledge. Therefore, 100% sheets form the backbone of learning across the school.

How do pupils use 100% sheets?

Pupils are regularly tested within lessons on their understanding of the content of each 100% sheet – this is carefully designed into the sequencing of our lessons and curriculum to ensure that pupils can gradually build and develop rather than become overwhelmed. Home learning is regularly structured around them and it is a consistent standard across departments and the school. The power of the 100% sheet is its ability to support students (and parents) independently outside of lessons.

How can parents support with the use of 100% sheets?

The power of the 100% sheet is in its simplicity: learn the knowledge and information, practise using it, and regularly test this. Just by knowing of their existence you can point your son/daughter towards using them in order to strengthen their knowledge recall. You can become an even more powerful support when helping them to regularly learn various parts of the 100% sheet and even test them by using a range of simple techniques.

What are the best techniques to help my child to use 100% sheets?

Using the 100% sheet can be as simple as covering up the required key word and trying to remember it by simply reading the definition, and then repeating this process for as many parts of the 100% sheets as possible, as often as possible. The more times the document is read, practised and revisited the more confident pupils will become in remembering and using the knowledge and information.

Ambition | Inclusion | Integrity

MY TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Line Up 8:45am					
Tutor/Registration 08.50am-09:20am					
Period 1 09:20am-10:20am					
Period 2 10:20am-11:20am					
Break 11.20am – 11.40am					
Period 3 11:40am-12:40pm					
Lunch 12:40pm-1:20pm					
Period 4 1:20pm-2:20pm					
Period 5 2:30pm-3:20pm					
End of School					

INSTRUCTIONS FOR USING YOUR 100% SHEETS

Every school day you should be studying at least 1 section of your 100% Sheets for homework, which should take you a minimum of 30 minutes per evening.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each week you should start a new page and put the date clearly at the top.

You need to bring your 100% Sheets and exercise book with you EVERYDAY to the Academy.

Your 100% Sheets and exercise book will be checked regularly in form time, failure to show homework will result in a lunchtime school detention the next week.

You will also be tested in your lessons on knowledge from the 100% Sheets.

Self-Testing

You can use your 100% Sheets and book in a number of different ways but you should **not** just copy from the 100% Sheets into your book.

Below are some possible tasks you could do in your workbooks:

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left-hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a negative point.

HOMework PLANNER

Day	To Complete	
Monday	Sparx Maths	Educake Science
Tuesday	English	Option 1 (Geography/History)
Wednesday	Option 2	Option 3
Thursday	Week A – Personal Development Week B - Unifrog	Science
Friday	English	100% Maths

Date	A or B	Date	A or B
07.09.2026	A	05.10.2025	A
14.09.2026	B	12.10.2026	B
21.09.2026	A	19.10.2026	A
28.09.2026	B		

KEY INFORMATION / DATES

TERM DATES

Autumn	Starts	Ends
Term 1	Thursday, 3 September 2026	Friday, 23 October 2026
Half term	Saturday, 24 October 2026	Sunday, 1 November 2026
Term 2	Monday, 2 November 2026	Friday, 18 December 2026
Christmas holiday	Saturday, 19 December 2026	Monday, 4 January 2027

Spring	Starts	Ends
Term 3	Tuesday, 5 January 2027	Friday, 12 February 2027
Half term	Saturday, 13 February 2027	Sunday, 21 February 2027
Term 4	Monday, 22 February 2027	Thursday, 25 March 2027
Easter holiday	Friday, 26 March 2027	Tuesday, 13 April 2027

Summer	Starts	Ends
Term 5	Wednesday, 14 April 2027	Friday, 28 May 2027
Half term	Saturday, 29 May 2027	Sunday, 6 June 2027
Term 6	Monday, 7 June 2027	Wednesday, 21 July 2027

KEY ASSESSMENT POINTS

- **Key Assessment Point 1:** Week Commencing 24th November 2026
- **Key Assessment Point 2:** Week Commencing 21st June 2027

Parent-Teacher Consultation Evening

- Week Commencing 18th January 2027

3, 2, 1 SHINE

Routines – SHINE

What "SHINE" Looks Like

When the teacher says "3, 2, 1, SHINE", all students should immediately show they are ready to listen and learn.

S = Sit up straight

H = Hands still

I = In silence

N = Never interrupt

E = Eyes tracking the teacher

This helps everyone stay focused, respectful, and ready to learn.



3, 2, 1 SHINE



Students often lose focus during transitions between activities, especially if they lack the equipment, confidence, or clarity about what to do next. Effective transition routines can eliminate many classroom management challenges. To keep students focused, plan and rehearse key transitions, such as getting out whiteboards, moving between spaced, starting to write etc. Explicitly teach and practice these routines until they become automatic. Strong classroom presence is also crucial during transitions. Techniques like standing confidently, using an assertive voice and conveying warmth can help you manage transitions effectively and keep students on task.

Description	Ensure your routine has a clear point at which you expect students to have met expectations: "3, 2, 1. SHINE" At "SHINE", scan the room and ensure that every single student complies with the attention signal expectations. S = Sit up straight. H = Hands still. I = In silence. N = Never interrupt. E = Eyes tracking the teacher.
Success criteria	✓ Display confidence: adopt an assured, firm posture and stand in a visible location so all students can see you ✓ Be concise: use as few words as possible ✓ Crisp signal: ensure that your signal for the routine's end is crisp so it's clear to all the point by which you should have full attention ✓ Vigilantly monitor: exaggeratedly scan the whole class and ensure that absolutely every student has complied
Script to students	<i>Stand front and centre of the room, adopt a clear, assured posture.</i> <i>"Right Year 8, 3-2-1- SHINE" (use non-verbal gestures to visually countdown)</i> <i>"You are not meeting the SHINE expectations by ... (use exaggerated scanning to encourage compliance)</i> <i>Excellent Shining. Year 10: let's see if we can achieve it a little quicker next time</i>
Strategies for ensuring consistency	Practice, practice, practice. Explain to students why you're expecting this routine to be followed, what benefit it offers them, what benefit it offers others and why it's an expectation in your classroom. If 100% attention is not gathered then restart the routine, inform students of your expectation: "we didn't quite respond as I'd expect, we're going to try that again, I want 100% of the room..." Frontload your expectations "On 1 I'm expecting us to be in our SHINE positions"

PROUD

REMINDER: What is 'Proud' work?

'Work to be proud of' is a piece of work which has been identified by a member of staff as exemplary. Both in terms of **quality** and its **presentation** (PROUD).



A member of staff will award a maximum of five 'proud' stickers per week. These will be given to any students work who meets the following standards:

Quality *(The piece of work must tick **at least one** of the below)*

- ☐ an exceptional piece of work (for the individual)
- ☐ show flair (talent);
- ☐ go above and beyond what was expected;
- ☐ ambitious in depth or breadth;
- ☐ Is a demonstration of resilience and hard work
- ☐ reflects a real commitment to make progress



Presentation

(The piece of work must meet the 'Beautiful Book' criteria)

PERIODIC TABLE

The periodic table of the elements

1	2											3	4	5	6	7	0	
Key relative atomic mass atomic symbol name atomic (proton) number																	1 H hydrogen 1	4 He helium 2
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10	
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18	
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36	
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54	
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86	

* The elements with atomic numbers from 58 to 71 are omitted from this part of the periodic table.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

MAP OF THE BRITISH ISLES & IRELAND

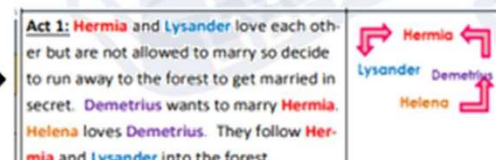


TIMES TABLES 1 TO 12

Multiplication Table - 12 by 12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

HOW DO I SELF QUIZ?

How to use...Flashcards - On one side of the flash card, write the word or question. - On the other side, write the definition for the word, or answer to the question. - Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong. - When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile. You can also use the Leitner Method: https://www.youtube.com/watch?v=C20EvKtdJwQ	How to use... Look, Cover, Write, Check and Correct - Write your key words into the 'Look, Cover' column and then cover it. - Write out the meaning, definition or spelling in the 'Write' column. - Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right. - If you got the answer incorrect, write the correct answer in the 'Correct' column. <table border="1"> <thead> <tr> <th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr> </thead> <tbody> <tr> <td>Noun</td><td>A person, place or</td><td>✓</td><td></td></tr> <tr> <td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr> </tbody> </table>	Look , Cover	Write	Check	Correct	Noun	A person, place or	✓		Algorithm	Algorithm	X	Algorithm	How to use... Mind Maps - Write out your topic or idea in the centre. E.g. The First World War. - Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI - Then add your knowledge off of these branches. You might even be able to make connections between them. - Once made, then redraw as many of the connections as possible from memory. Correct any errors. 
Look , Cover	Write	Check	Correct											
Noun	A person, place or	✓												
Algorithm	Algorithm	X	Algorithm											
How to use... Explaining a process/ idea further Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words because, but, and so. These will help you to: Because: helps to explain a reason, cause or why something works. But: helps to explain a limitation or problem. So: helps to explain what happens next in a sequence, process or event. Check your sentences to see if your explanations or right or wrong. Correct any errors.	How to... Summarise a process/idea Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English. - Read through the relevant part of your knowledge organiser as directed by your teacher. - Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between. - For each part, add one main idea. - E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.	How to use... Subject Specific Tasks or Questions Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject. In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors. 												

Year 10 – English Language: Paper 1 Writing – Knowledge Organiser

Section 1: Crafting Language		Section 2: Crafting structure		Section 3: Accuracy and sentence structures	
Word Category	Examples	BIG IDEAS: You must write a description of the beginning of a story about something imaginative and exciting. Communicate your ideas about the world. CLEAR STRUCTURE: ✓ Ensure that your communication is clear- the examiners need to know what you're trying to say. Follow DSZL:		ACCURACY: ✓ Clearly control your sentences. All sentences need a subject, verb and complete idea. Don't use commas to join sentences together!	
Colours	vibrant red, tranquil blue, sunny yellow, serene green, fiery orange, deep indigo, gleaming gold, icy silver, rich burgundy	Paragraph 1 DROP - Let your reader picture the scene- establish your setting using the five senses - Describe the weather and light. - Begin with the light then describe what the light is showing. - Be interesting/ exciting- don't make it obvious straight away	Paragraph 2 SHIFT - Shift in focus/perspective- shift to a different object that is important to your whole message. - Or flash forward or flashback - of shift somewhere else- place/time/person/experience	Sentence types	Examples
Something old	antique, decrepit, weathered, dilapidated, crumbling, deteriorating, ancient			Prepositional phrase	Beneath his cloak, the rogue was hiding a dagger.
Something new	innovative, original, groundbreaking, pioneering, unprecedented, inventive			Past participle phrase	Wounded by betrayal , the knight renounced his oath and vanished into the forest.
To build movement	swift, agile, fluid, erratic, graceful, deliberate, rhythmic, jerky, seamless, energetic			Present participle phrase	Clutching the ancient scroll , the scholar whispered the forbidden words under his breath.
Nature/trees/leaves	vibrant, diverse, majestic, serene, resilient, captivating, towering, rustling, sheltering, branching	Paragraph 3 ZOOM - Zoom: narrow the focus to something specific – build the detail - Describe one aspect of the image you're creating	Paragraph 4 LINK - Cyclical structure - End: create an echo, include a reflection, mark a change/contrast - Come back: how have things changed? Description (including references to weather)	Temporal phrase	After the fall of the empire , the exiled princess wandered the desert.
Water/river/lakes	flowing, rushing, cascading, babbling, surging, tranquil, reflective, serene, shimmering, nourishing			Conjunction (subordinator)	Although he was blind , the old seer saw truths that others missed.
Cities/buildings	dynamic, vibrant, cosmopolitan, bustling, diverse, sprawling, pulsating, towering, illuminated, crowded.	MOTIF: A recurring image, word, or idea that helps develop a theme.. CYCLICAL: When a text ends in a similar way to how it began.	The sun set quickly; darkness swallowed the hills. Cold, silent, endless: the desert stretched for miles. The girl -a shy, soft-spoken child- hid behind her mother.	Adverb pair	Silently and swiftly , he moved through the enemy camp, leaving no trace of his presence.
Sunshine	dazzling, radiant, uplifting, golden, comforting.			Appositive adjective pair	Marcus, calm and calculating , watched the battlefield unfold like a game of chess.
Rain	pattering, cleansing, soothing, oppressive, torrential, relentless			Some...others...	Some called him a prophet; others , a madman who spoke to the stars.
Shadow	obscuring, eerie, haunting, elongated, mysterious, shifting, enigmatic			Relative clause	The thief, who could scale walls like a spider , had never been caught—until now
Sky	celestial, vast, expansive, azure, ethereal, boundless, endless, captivating, ever-changing, breathtaking			Anaphora	She had lost her family. She had lost her home. She had lost everything—except her will to fight.
Devices	Examples			Verb triple	He ran, stumbled, and fell , but never stopped moving toward the light.
Extended metaphor	A comparison continued through a whole paragraph, poem, or text.			If...if...if...then...	If she was brave, if she was clever, if she was lucky— then maybe she could survive the night.
Semantic field	A group of words linked by meaning or theme.				
Shifting tone/atmosphere	When the writer changes the mood or attitude during the text.				
Characterisation	Crafting an image of what a character is like through actions and description.				
Setting	Crafting an image place, including time, place, and environment.				

YEAR 10 English – AUTUMN TERM 1 – An Inspector Calls

Section A: Key Vocabulary

Vocabulary	Definition
Capitalism	<i>Capitalism is an economic system where private individuals—not the government—own businesses, land, and factories</i>
Socialism	<i>an idea where a community shares ownership of property, businesses, and resources, rather than individuals owning them alone</i>
Façade	<i>a deceptive outward appearance, mask, or "fake" front maintained to conceal a less pleasant or different reality</i>
Dramatic irony	<i>when you (the audience or reader) know a big secret in a story, but the characters do not</i>
Hubris	<i>is extreme, over-the-top pride or self-confidence that makes someone feel like they can never fail, often leading to a massive mistake or downfall</i>
Impolitic	<i>acting in a way that is unwise, silly, or likely to cause problems, often because someone is being careless with their words or actions</i>
Ideology	<i>a set of shared beliefs, ideas, or values that a group of people use to understand the world and guide their actions</i>
Exploit	<i>exploit someone means to use them or a situation selfishly for your own advantage, without caring about them</i>
Hierarchy	<i>a system that organizes people, objects, or ideas into ranked levels based on importance, authority, or status, typically with higher levels managing or controlling lower ones</i>
Patriarchy	<i>a social system where men hold primary power, dominating in roles of political leadership, moral authority, social privilege, and control of property</i>
Privilege	<i>a special advantage, right, or benefit given to some people but not everyone</i>
Catalyst	<i>a person, event, or thing that causes a big change</i>
Cyclical	<i>something that happens again and again in the same order, like a pattern that keeps repeating</i>
Linear	<i>A play that happens in chronological order</i>

Section B: Key Knowledge

Plot		Act	Order of the Inspector's Questioning	Key Notes
Act 1	Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.	Act 1	Sheila and Gerald's engagement is celebrated.	Priestley asks his audience to examine their individual and collective responsibility to society. He wants a welfare state .
Act 2	Gerald explains to the Inspector that he had an affair with Eva, but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs Sybil Birling, she confesses that she also had contact with Eva, but Eva gave herself a different name to Mrs Birling. Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself 'Mrs Birling'. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of.	Act 1	Birling says there will be no war; references Titanic	The hypocrisy of middle-class Edwardian society is uncovered; appearance & reputation matter more than reality & morality .
Act 3	Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling, Mrs Birling and Gerald congratulate themselves that it was all a hoax and they continue to continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them.	Act 1	Inspector arrives; a young girl has committed suicide.	Priestley criticises the selfishness of capitalism and wants a fairer, socialist future after the horrors of two world wars...
		Act 1	Birling threw her out after strike; Sheila had her fired for laughing.	Priestley shows the older generation to be set in their ways, while the young are open to change .
		Act 2	Gerald had an affair with Daisy Renton	
		Act 2	Mrs. Birling refused to give charity to Eva; blames father.	Eva Smith is the embodiment of young, working-class women who were oppressed by the middle/upper classes . The play demonstrates that when workers do not have full employment rights they cannot fight back
		Act 3	Eric's involvement revealed; possible rape hinted at.	
		Act 3	Inspector leaves. Gerald returns; met policeman, no Inspector G	
		Act 3	Telephone rings: an inspector is coming.	
Characters				
Inspector Goole	Priestley's mouthpiece; advocates social justice; serves as the Birlings' conscience	Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious, imposing, sardonic, omnipotent		
Mr. Arthur Birling	Businessman; capitalist; against social equality; a self-made man (new-money)	Capitalist, arrogant, foolish, Panglossian, emasculate, prejudice, ignorant, selfish, stubborn, vainglorious		
Mrs. Sybil Birling	Husband's social superior; believes in personal responsibility	Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless		
Sheila Birling	Young girl; comes to change views and pities Eva; feels regret	Transformative, remorseful, socialist, pseudo-inspector, sensitive, astute, strong-minded, empowered		
Eric Birling	Young man; drinks too much; forces himself on Eva Smith; regrets actions	Rebellious, reckless, immature, insubordinate, compulsive, desperate, disgraced, dualistic, irresponsible		
Gerald Croft	Businessman; engaged to Sheila; politically closest to Birling	Aristocratic, evasive, secretive, dishonest, disingenuous, oleaginous, chivalric, privileged, pragmatic		
Eva Smith	Unseen in play; comes to stand for victims of social injustice (changes her name to Daisy Renton)	Suffragist, victim, emblematic, allegorical, vulnerable, desperate, socialist, moralistic, principled		
Social, Historical and Literary Allusions				
"the Titanic"	The Titanic sailed from Southampton and sank in the early hours of 15th April 1912. Priestley clearly wants his audience to see his drama play out against a background of real historical events and he has also chosen a moment in time when Birling's comments appear particularly ironic.			
"Nobody wants war"	In reality, economic rivalry between the British Empire and the new German Empire was one of the many causes of the First World War.			
"Russia"	The irony here suggests that Russia will have progressed further than other European countries by the 1940s.			
"Bernard Shaws and H. G. Wells"	Both the noted Irish playwright George Bernard Shaw (1856-1950) and the father of science-fiction H. G. Wells (1866-1946) were well-known and outspoken socialists.			
Theatrical Stagecraft: Dramatic Devices				
Time-lapse	Set in 1912, written in 1945; audience in a privileged position.			
The 4 th Wall	The Inspector's final speech addressed directly to audience.			

Section C: Research, External Links & Extended Knowledge

Key concepts and context: Think about...			
1912	Set just before WWI and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum. The Russian Revolution began in 1917.	Public v Private	How do the public lives, the facades, of the Birlings juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who?
1945	People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives.	Morality and Legality	What are the moral and legal laws of the society depicted in the play? How do they interweave? What actions do the characters undertake that are wrong, morally or legally?
Wealth, Power and Influence	The Birlings and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society.	Class Politics	How do the ideologies of capitalism and socialism collide in the play? Which characters are representative of which political allegiance? Is there a correlation between a character's political beliefs and their behaviours?
Blame and Responsibility	Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To society?	Prejudice	What are the prejudices held by the Birlings? What are their inherent views regarding class and status? How do they act on these prejudices, and what are the consequences?
		Young v Old	What differences are evident between the younger and older generation? They react and behave differently throughout the play - why? What are their attitudes towards each other? What do they learn? Which characters change, and how?



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YEAR 10 MATHS(Foundation) – AUTUMN TERM 1 – Number and Geometry

Section A: Key Vocabulary

Vocabulary	Definition
Power	A power is a way of expressing repeated multiplication of the same number.
Root	A root is the inverse of a power—it finds a number that produces a given value when raised to a power.
Base	The base is the number that is being multiplied repeatedly in a power.
Index notation	Writing values using powers in the form of a^n
Approximate	To find a value that is close to the exact answer by rounding.
Standard form	To write a number in the form of $a \times 10^n$
Square	the result of multiplying a number by itself
Angle	An angle is formed when two lines meet at a point and is measured in degrees
Opposite	In a right-angled triangle, the opposite side is the side across from the given angle.
Adjacent	The adjacent side is the side next to the given angle and right angle.
Hypotenuse	The hypotenuse is the longest side of a right-angled triangle, opposite the right angle.

Section B: Key Knowledge

1. LAWS OF INDICES a^n

Multiplication

$$a^2 \times a^3 = a^5$$

$$2^3 \times 2^4 = 2^{3+4}$$

$$a = 2^7 = 128$$

Division

$$\frac{a^m}{a^n} = a^{m-n}$$

$$3^5 \div 3^2 = 3^3 = 3 \times 27$$

Zero Index

$$a^0 = 1$$

$$7^0 = 1$$

2. STANDARD FORM

Write Large Numbers

Example

$$25,000 \rightarrow 2.5 \times 10^4$$

Movers positive n

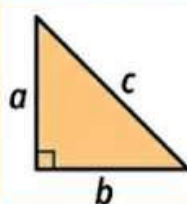
Write Small Numbers

Example

$$0.003 = 3 \times 10^{-3}$$

negative n

3. PYTHAGORAS' THEOREM



$$a^2 + b^2 = c^2$$

Find c when

$$a = 3, b = 4$$

$$9 + 16 = 25$$

$$c = 5$$

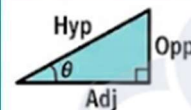
Find a when

$$c = 13, b = 12$$

$$169 - 144 = 25$$

$$a = 5$$

4. TRIGONOMETRY (SOH CAH TOA)



SOH CAH TOA

$$\sin(\theta) = \frac{O}{H}$$

$$\tan(\theta) = \frac{O}{A}$$

$$\cos(\theta) = \frac{A}{H}$$



$$\sin(\theta) \div \theta = \frac{O}{H}$$

$$144 = 25$$

$$a = 5$$

Section C: Research, External Links & Extended Knowledge

Laws of indices

Standard form

Pythagoras' theorem

Trigonometry

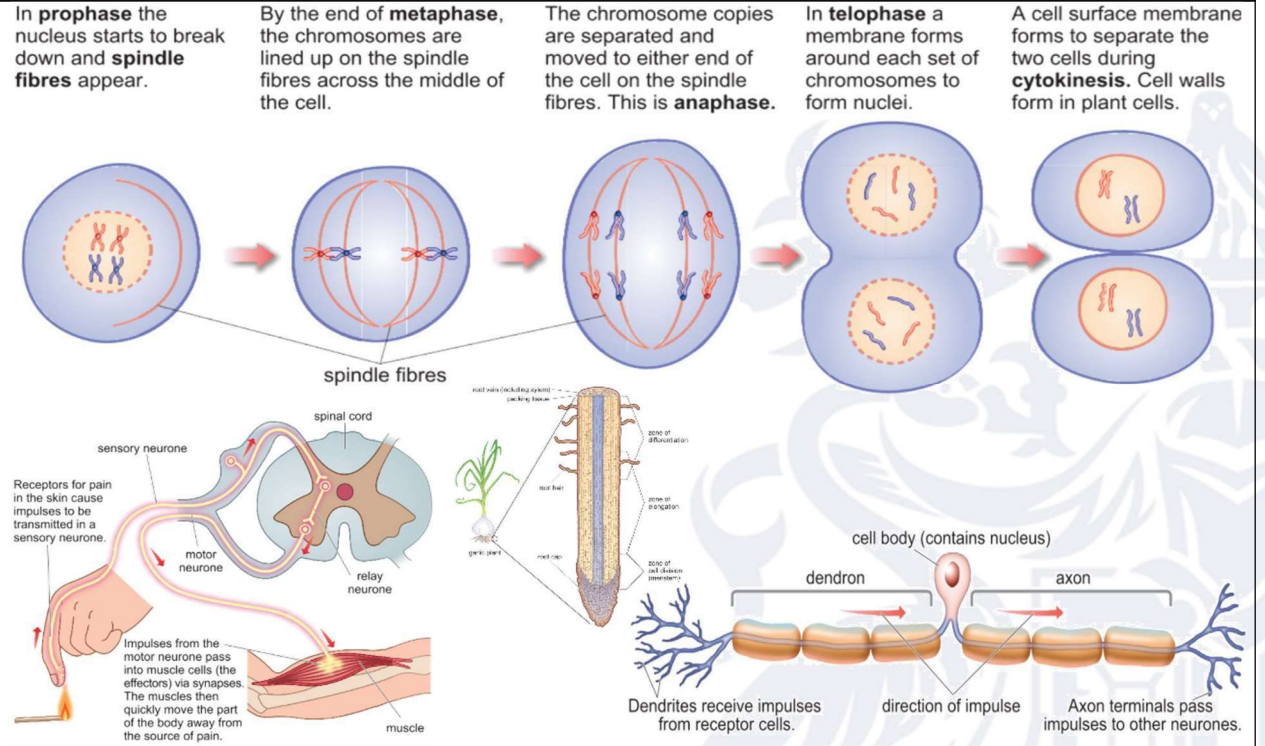


YEAR 10 COMBINED SCIENCE – AUTUMN TERM 1 – CB2 Cells

Section A: Key Vocabulary

Vocabulary	Definition
Cell Cycle	Sequence of growth and division that happens in cells. It includes interphase and mitosis, and leads to the production of 2 daughter cells that are identical to the parent cell
Cancer	Disease caused by the uncontrolled division of stem cells in a part of the body.
Clone	Offspring from asexual reproduction. All the cells in a clone are genetically identical to each other and to the parent's cells
Daughter Cell	New cell produced by cell division
Diploid	A cell with two sets of chromosomes
Haploid	A cell with one set of chromosomes
Mitosis	The process of cells dividing to produce two daughter cells that are genetically identical to the parent
Differentiation	When a group of similar things, such as cells, become different in form from each other
Adult Stem Cell	Stem cell found in specialised tissue that can produce more of the specialised cells in that tissue for growth and repair

Section B: Key Knowledge



Section C: Research, External Links & Extended Knowledge



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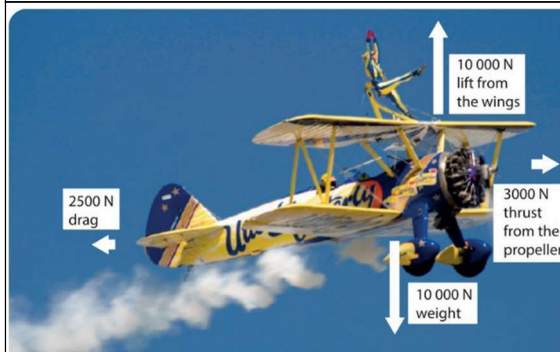


YEAR 10 COMBINEDSCIENCE – AUTUMN TERM 1 – CP2 Motion & forces

Section A: Key Vocabulary

Vocabulary	Definition
Acceleration	A measure of how quickly the velocity of something is changing.
Balanced forces	When the forces in opposite directions on an object are the same size so that there is a zero resultant force.
Mass	A measure of the amount of material there is in an object. The units are kilograms (kg).
Momentum	The mass of an object multiplied by its velocity. Momentum is a vector quantity, with units of kilogram metres per second (kg m/s).
Newton's First Law	An object will remain stationary or at a constant velocity, unless acted on by an external force.
Newton's Second Law	Force = Mass x Acceleration $f = ma$
Newton's Third Law	Every action has an equal and opposite reaction (action-reaction forces).
Resultant force	The total force that results from two or more forces acting upon a single object.
Scalar quantity	A quantity that has a magnitude (size) but not a direction. Examples include mass and distance.
Vector quantity	A quantity that has both a size and a direction. Examples include

Section B: Key Knowledge



Calculating forces

The force needed to accelerate a particular object can be calculated using the equation:

$$\text{force (N)} = \text{mass (kg)} \times \text{acceleration (m/s}^2\text{)}$$

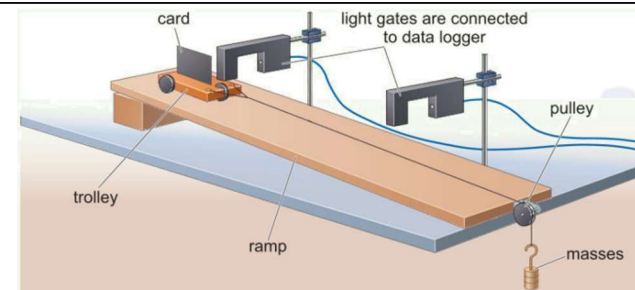
This is often written as $F = m \times a$

1 newton is the force needed to accelerate a mass of 1 kg by 1 m/s².

Worked example

A motorcycle has a mass of 200 kg. What force is needed to give it an acceleration of 7 m/s²?

$$\begin{aligned} F &= m \times a \\ &= 200 \text{ kg} \times 7 \text{ m/s}^2 \\ &= 1400 \text{ N} \end{aligned}$$



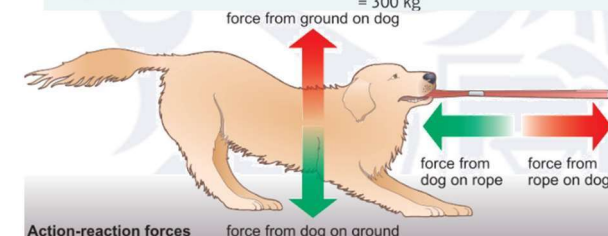
Worked examples

What is the weight of a 90 kg astronaut on the surface of the Earth?

$$\begin{aligned} W &= m \times g \\ W &= 90 \text{ kg} \times 10 \text{ N/kg} \\ &= 900 \text{ N} \end{aligned}$$

A space probe has a weight of 3000 N on the Earth. What is its mass?

$$\begin{aligned} m &= \frac{W}{g} \\ &= \frac{3000 \text{ N}}{10 \text{ N/kg}} \\ &= 300 \text{ kg} \end{aligned}$$



Section C: Research, External Links & Extended Knowledge



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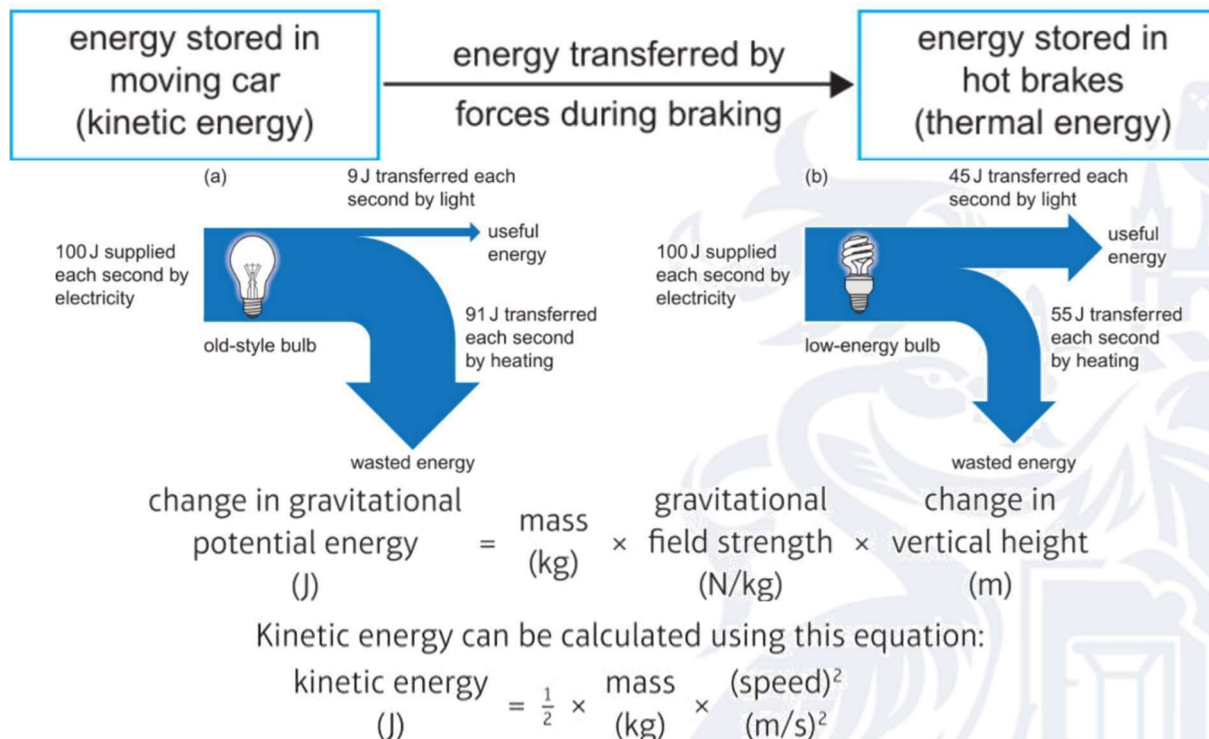


YEAR 10 COMBINED SCIENCE – AUTUMN TERM 1 – CP3 Conservation of energy

Section A: Key Vocabulary

Vocabulary	Definition
Chemical energy	Energy store that is emptied during chemical reactions when energy is transferred to the surroundings
Conduction	The transfer of heat by passing on energy to nearby particles
Convection	The process by which heat travels through fluids (gases and liquids)
Efficiency	Useful energy/total energy input
Elastic Potential	An energy store that is filled when a material is stretched or compressed
Energy	The ability to make something happen when it is transferred
Gravitational potential	Energy store that is filled when an object is raised
Joule	Unit of energy, represented J
Kinetic	An energy store that is filled when a moving object speeds up
Law of conservation of energy	It states that energy cannot be created or destroyed, only transferred between different stores or dissipated to the surroundings.
Non-renewable	An energy resource that will be used up, and is not replenished in our lifetime
Radiation	Radiation is the transfer of internal energy in the form of electromagnetic

Section B: Key Knowledge



Section C: Research, External Links & Extended Knowledge



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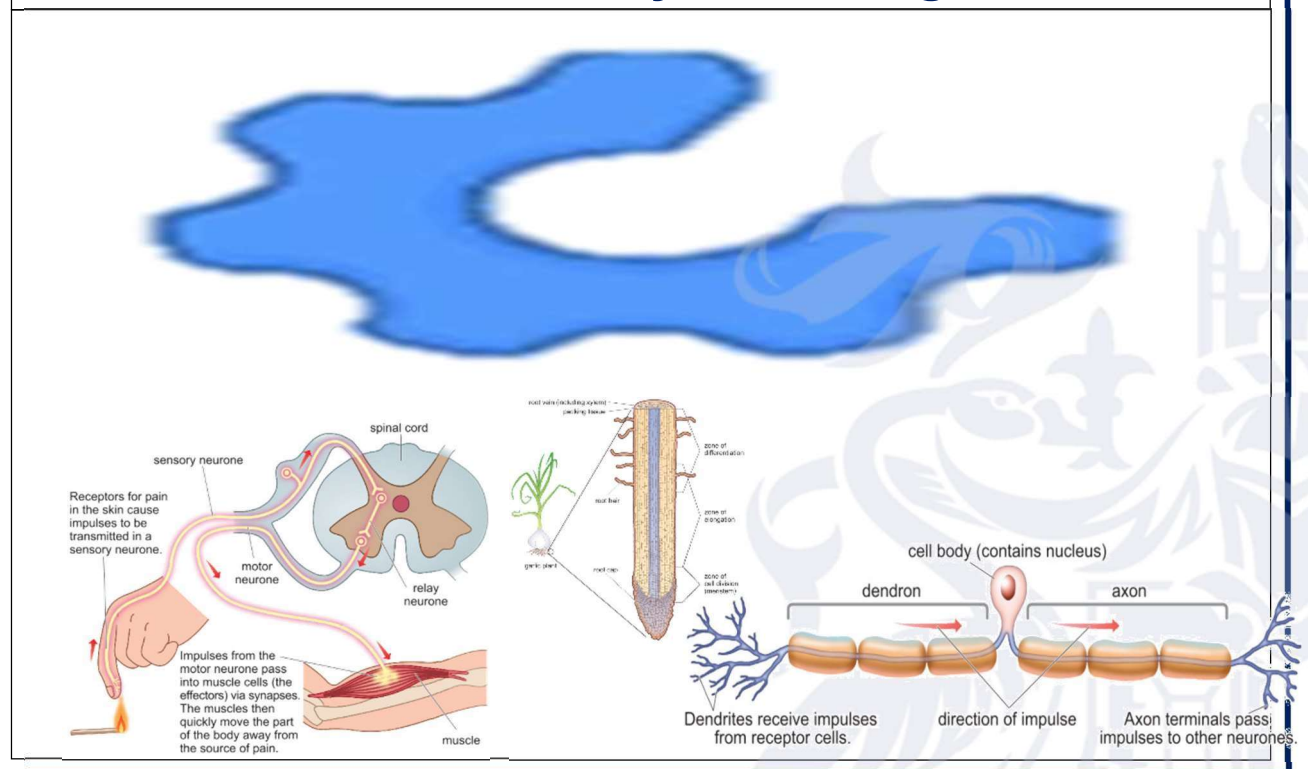


YEAR 10 BIOLOGY – AUTUMN TERM 1 – SB2 Cells and control

Section A: Key Vocabulary

Vocabulary	Definition
Cell Cycle	Sequence of growth and division that happens in cells. It includes interphase and mitosis, and leads to the production of 2 daughter cells that are identical to the parent cell
Cancer	Disease caused by the uncontrolled division of stem cells in a part of the body.
Clone	Offspring from asexual reproduction. All the cells in a clone are genetically identical to each other and to the parent's cells
Daughter Cell	New cell produced by cell division
Diploid	A cell with two sets of chromosomes
Haploid	A cell with one set of chromosomes
Mitosis	The process of cells dividing to produce two daughter cells that are genetically identical to the parent
Differentiation	When a group of similar things, such as cells, become different in form from each other
Adult Stem Cell	Stem cell found in specialised tissue that can produce more of the specialised cells in that tissue for growth and repair

Section B: Key Knowledge



Section C: Research, External Links & Extended Knowledge



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YEAR 10 CHEMISTRY – AUTUMN TERM 1 – SC8 Acids

Section A: Key Vocabulary

Vocabulary	Definition
Acid	A solution which contains excess H^+ ions, turns litmus red and has a pH of less than 7
Alkali	A solution which contains excess OH^- ions, turns litmus blue and has a pH of more than 7
Base	A substance that will react with an acid to form only a salt and water
Neutral	A solution is neutral when it has a pH of 7.
pH Scale	A scale going up to 14 showing acidity and alkalinity
Indicator	A substance which can change colour depending on the pH
Concentration	The amount of a solute dissolved in a certain volume of a solvent
Concentrated	A high concentration of solute in a solution
Dilute	A low concentration of solute in a solution
Strong Acid	A strong acid is an acid that completely ionises (dissociates) in aqueous solution
Weak Acid	A weak acid is an acid that only partially ionises in aqueous solution.
Salt	A compound formed by the neutralisation of an acid by a base
Burette	A piece of apparatus used to accurately measure the volume of solution that has been added in a titration

Section B: Key Knowledge

Common acids	Formula
hydrochloric acid	HCl
sulfuric acid	H_2SO_4
nitric acid	HNO_3
Common alkalis	Formula
sodium hydroxide	NaOH
potassium hydroxide	KOH
calcium hydroxide	$Ca(OH)_2$

indicator	litmus	methyl orange	phenolphthalein
colour in alkaline solutions	blue	yellow	pink
colour in acidic solutions	red	red	colourless

Reactions with acids		
Metals	Metal + acid $\rightarrow$ metal salt + hydrogen	Magnesium + hydrochloric acid $\rightarrow$ magnesium chloride + hydrogen
Metal oxides	Metal oxide + acid $\rightarrow$ metal salt + water	Copper oxide + sulfuric acid $\rightarrow$ copper sulfate + water
Metal hydroxides	Metal hydroxide + acid $\rightarrow$ metal salt + water	Sodium hydroxide + nitric acid $\rightarrow$ sodium nitrate + water
Metal carbonates	Metal carbonates + acid $\rightarrow$ metal salt + carbon dioxide + water	Calcium carbonate + sulfuric acid $\rightarrow$ calcium sulfate + carbon dioxide + water

Soluble in water	Insoluble in water
all common sodium, potassium and ammonium salts	
all nitrates	
most chlorides	silver, lead chlorides
most sulfates	lead, barium, calcium sulfates
sodium, potassium and ammonium carbonates	most carbonates
sodium, potassium and ammonium hydroxides	most hydroxides

Section C: Research, External Links & Extended Knowledge



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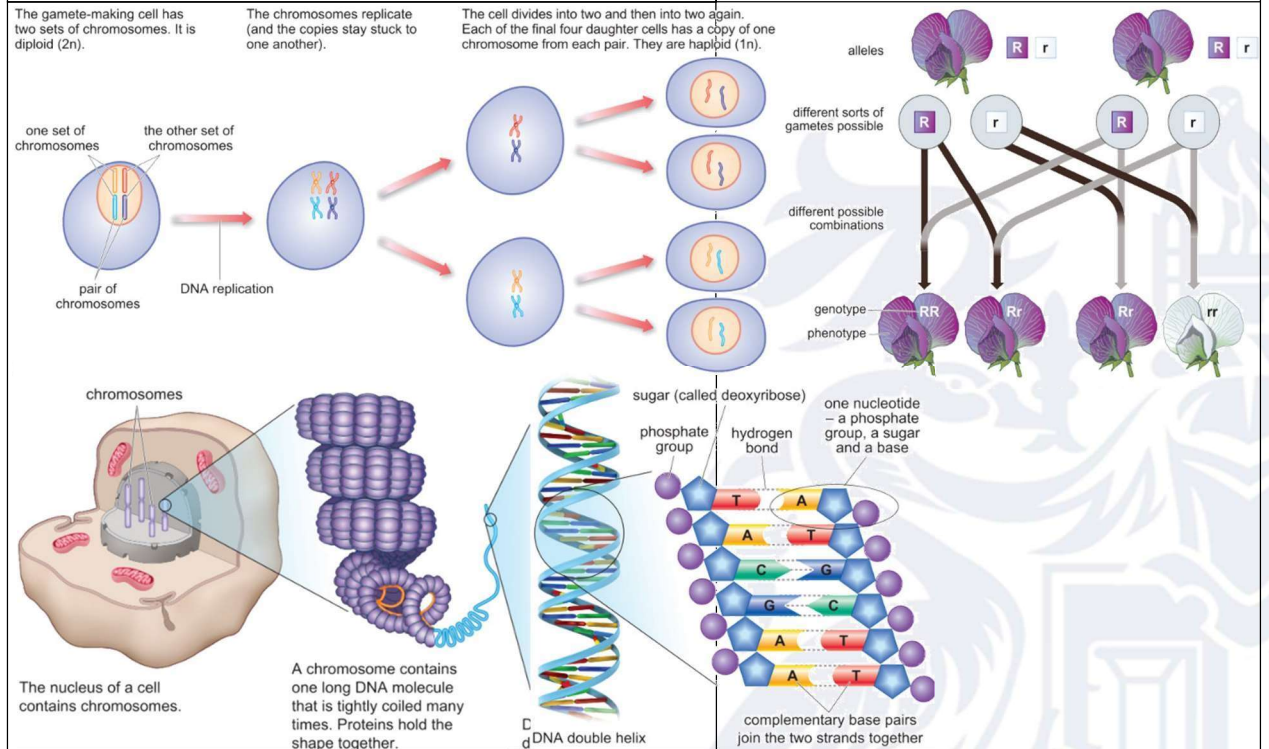


YEAR 10 BIOLOGY – AUTUMN TERM 1 – SB3 Cells and control

Section A: Key Vocabulary

Vocabulary	Definition
Chromosome	A structure found in the nuclei of cells.
Diploid	A cell with two sets of chromosomes
Haploid	A cell with one set of chromosomes
DNA	Deoxyribonucleic acid. A polymer made of sugar and phosphate groups joined to bases.
Fertilisation	Fusing of a male gamete with a female gamete.
Gamete	A haploid cell used for sexual reproduction.
Gene	Section of DNA found in a chromosome, which often contains instructions for a protein
Genome	All the DNA in an organism. Each body cell contains a copy of the genome.
Allele	Most genes come in different versions called alleles. So a gene for eye colour may have one version (allele) that can cause dark eyes, and another allele that can cause pale eyes.
Meiosis	A form of cell division in which one parent cell produces four haploid daughter cells.
Phenotype	The characteristics that a certain set of alleles display.

Section B: Key Knowledge



Section C: Research, External Links & Extended Knowledge



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YEAR 10 HISTORY – AUTUMN TERM 1 – Medieval and Renaissance Medicine

Section A: Key Vocabulary

Vocabulary	Definition
Four Humours	The idea that the body is made up of 4 liquids and when they are out of balance it causes illness
Miasma	"Bad air" linked to smells
Supernatural	Things that do not have a natural explanation eg God
Apothecary	A person who made medicines, like a modern chemist
Physician	A doctor. Trained for 7 years
Barber Surgeon	Carried out surgery such as amputations
Bloodletting	Removing blood to balance the humours
Purging	Giving someone medicine to empty their stomach to balance the humours
The Church	The Organisation, not a building
Monasteries	Religious buildings that acted as hospitals. Run by monks
Anatomy	Knowledge of the human body
Printing Press	A machine that prints books
Black Death	The plague in Britain 1348
Great Plague	The plague in London 1665
Dissection	Cutting up dead bodies for science
Medieval Period	From 1100-1450
Renaissance	From 1450-1750
Flagellants	People who whipped themselves to stop them getting the plague
Royal Society	An organisation set up in 1660s to share scientific knowledge

Section B: Key Knowledge

FEATURE	MEDIEVAL- Black Death 1348	RENAISSANCE- Great Plague 1665
Causes of Disease	- Four humours being unbalanced - Punishment from God "Miasma" (bad air) - Movement of the planets - Superstition- witches etc	Mostly the same as Medieval. People had started to get a bit more scientific, and SYDENHAM said that doctors should observe their patients more closely- individual diseases had different symptoms.
Prevention/ Treatment	- Barber surgeons- bleeding, amputation - Wise women- herbal remedies eg poppy - Apothecaries- medicines (sometimes poisonous eg mercury!) - Physician- had training, but relied on Galen's ideas - Prayer - Balancing the humours - No real ability to treat, so focused on prevention	Still mostly the same. Church had become slightly less important, but during the 1640s and 1650s when there was unrest in England people became more superstitious.
Medical Knowledge	All medical knowledge based on the ancients- Hippocrates and Galen. The church had a lot of control, so dissections were not allowed. Galen's ideas supported the belief in God and so were supported by the church, no one questioned them.	- Vesalius proved Galen wrong about anatomy eg Jaw bone and ribs. Made people question Galen more - Harvey discovered that blood was pumped by the heart and flowed in one direction.
Care and Public Health	- Hospitals were run by the church and provided care, not treatment. - There were public health laws, but no way of enforcing them - Towns were growing and so became very unhealthy	- Monasteries had been shut down during the Reformation, so there were fewer church run hospitals. - Some people set up charity hospitals as they thought it would get them to heaven.

Section C: Research, External Links and Extended Knowledge



Bitesize- Medieval

BBC
BITESIZE



Bitesize- Renaissance



YouTube



Rapid Revision- Medicine

YEAR 10 GEOGRAPHY – AUTUMN TERM 1 ECOSYSTEMS

Section A: Key Vocabulary

Vocabulary	Definition
Ecosystem	An ecosystem is a system in which organisms interact with each other and with their environment.
Biome	<i>A large scale ecosystem</i>
Biotic	These are living, such as plants, insects, and animals.
Abiotic	These are non-living, such as air, water, heat, rock
Flora	is plant life occurring in a particular region or time.
Fauna	is all animal life of any particular region or time.
Emergent	Highest layer with tree reaching 50 metres.
Canopy	Most life is found here as it receives 70% of the sunlight and 80% of the light.
U-Canopy	Consists of trees that reach 20 metres high.
Shrub Layer	Lowest layer with small trees that have adapted to living in the shade.
Leaf Litter	Thin litter layer rapidly decomposes in heat.
Top Soil	Shallow topsoil is a mixture of decomposed organic matter and minerals.
Sub Soil	The sub-soil is deep due to weathering of rocks below.
Rock	Underlying rock weathers quickly at high temperatures to form sub-soil.
Litter	This is the surface layer of vegetation, which over time breaks down to become humus.
Biomass	The total mass of living organisms per unit area.

Section B: Key Knowledge

Tropical Rainforest Biome				Polar/Tundra Regions Biome			
Adaptations to the rainforest		Rainforest inhabitants		Distribution of Polar Regions		Climate Change on Polar Regions	
Sloths	Are camouflaged to forest environment.	Many tribes have developed sustainable ways of survival, such as shifting cultivation. The forest provides inhabitants with... - Food through hunting and gathering. - Natural medicines from forest plants. - Homes and boats from forest wood.		Arctic	Antarctic	Scientific reports outline the effect global warming is having on these regions. Ice sheets and glaciers are melting at an alarming rate leading to fears of rising sea levels. Thawing of permafrost is increasing methane emissions and the decline of arctic ice is creating waves that are capable of causing unseen coastal erosion.	
Buttress Roots	Support tall trees & absorb nutrients.			Is the region north of latitude 60°N around the North Pole.	A continent south of latitude 60°S around the South Pole.		
Drip Tips	Allows heavy rain to run off leaves easily						
Lianas & Vines	Climbs trees to reach sunlight at canopy.						
Effects of Human Activity on the Rainforest		Benefits of the rainforest					
Logging	Agriculture	Raw Materials	Commonly used materials such as timber and rubber are found here.				
- Most widely reported cause of destructions to biodiversity. - Timber is harvested to create commercial items such as furniture and paper. - Has led to violent confrontation between indigenous tribes and logging companies.	- Large scale 'slash and burn' of land for ranches and palm oil. - Increases carbon emission. - River siltation and soil erosion increasing due to the large areas of exposed land - The increase in palm oil is making the soil infertile.	Water	Controls the flow of water to prevent floods/droughts regions.				
		Food	Important foods such as Bananas, pineapples and coffee are grown there.				
		Health	25% of modern medicines are sourced from rainforest ingredients.				
Mineral Extraction	Tourism	Energy	Large dams generate 2/3 of Brazil's energy needs.	Land & Sea Features		Effects of Human Activity in Polar Regions	
- Precious metals are found in the rainforest. - Areas mined can experience soil and water contamination. - Indigenous people are becoming displaced from their land due to roads being built to transport products.	- Mass tourism is resulting in the building of hotels in extremely vulnerable areas. - Lead to negative relationship between the government and indigenous tribes - Tourism has effected wildlife (ages) by exposing them to human diseases.	Climate	Acts as carbon sinks by storing 15% of carbon emissions.	Arctic	Antarctic	Oil & Gas exploration	Whaling
		Flora (Plants)	There are very few plants in polar areas – some lichens, mosses and grasses along the coastal areas.	Fauna (Animals)	Relatively few species of animals. Polar Bears, Penguins and marine mammals like whales, seals and walrus are examples.	- Arctic holds a large amount of untapped oil and gas. - Oil spills would threaten ecosystems as clean up operations would be slow.	- Hunting of whales is a major industry – this led to a rapid decline in whale populations. - Many countries have banned whaling, but some still continue
		Fishing	- Has made area possible to fish large untapped stocks. - The polar areas are difficult to police due to harsh conditions. - Collapse of the fish stocks there might damage ecosystems.	Tourism	- The tourism industry is steadily growing within polar regions. - Travel by tourist increase emissions further. - Wildlife may become disturbed by tourists getting up close.		
Case Study: Sustainable Rainforest Management in Costa Rica OR SAMASATI							

Case Study: Sustainable Rainforest Management in Costa Rica OR SAMASATI

Section C: Research, External Links and Extended Knowledge



Samasati Nature Reserve



Sustainable Whaling



Antarctic Treaty

YEAR 10 PREC– AUTUMN TERM 1- Philosophy & Ethical Teachings

Section A: Key Vocabulary

Vocabulary	Definition
Key Term	Definition
1. Ethics	The study of right and wrong behaviour.
2. Morality	A person's beliefs about what is right and wrong.
3. Conscience	An inner sense that helps someone decide between right and wrong.
4. Free Will	The ability to make your own choices.
5. Responsibility	Being accountable for your actions.
6. Justice	Fairness and treating people equally.
7. Virtue	A good moral quality, such as honesty or kindness.
8. Consequences	The results of an action.
9. Duty	Something a person believes they ought to do.
10. Human Rights	Basic rights and freedoms that belong to every person.

Section B: Key Knowledge

PREC (Philosophy, Religion, Ethics and Culture) encourages students to explore important questions about life, beliefs, values and identity.

The topics studied in PREC help students develop a **deeper understanding of themselves, other people and the wider world**. Philosophy develops **critical thinking** by encouraging students to **question ideas, evaluate arguments and consider different viewpoints**. Ethics explores **moral issues**, helping students make **informed decisions, understand responsibility** and consider the **consequences of their actions**.

The study of religion and belief systems **examines how different faiths and worldviews provide meaning, purpose and guidance in life**, both historically and in the modern world. Learning about culture helps students **appreciate diversity, traditions, values and the identities** of people from different backgrounds.

These skills are valuable in everyday life, supporting students to make **thoughtful decisions, respect different beliefs, solve problems, evaluate evidence and contribute positively** to an increasingly diverse society.

Section C: Research, External Links & Extended Knowledge

*Several important philosophers and thinkers whose ideas have shaped ethics and philosophy include; **Jeremy Bentham** and **John Stuart Mill** who developed **Utilitarianism**, which teaches that the **best action is the one that creates the greatest happiness** for the greatest number of people.*

***Thomas Aquinas** developed **Natural Law**, arguing that people should **use reason to choose what is good**. **Immanuel Kant** believed that people should **always do their duty and follow moral rules**, whatever the consequences.*

***Joseph Fletcher** developed **Situation Ethics**, which teaches that **the most loving action is the right one**, depending on the situation.*

YEAR 10 HOMEWORK – TASK WEEK-BY-WEEK

Week beginning 07.09.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 2 on Educake	
English	Word Understanding: Review the definitions and examples provided for Tier 3 in Section A Vocabulary An Inspector Calls. Use 'look/cover/write/check' to learn what each term means.		Option 1	History- Using Section B create a timeline of events in the Medieval and Renaissance periods. CHALLENGE: Add Industrial and Modern time periods and important events outside of medicine. Geography- Using Section A copy out and write definitions for: biome, ecosystem, flora, fauna, biomass, herbivore, carnivore, producer	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
PREC	Using Section A of your 100% sheet; Do you have an inner voice? How do you process information and problem solve? What exactly is a conscience and what does it do?		Science (Combined)	Copy out the key vocabulary in Section A on the CB2 100% sheet	
English	Apply the words: Rewrite the definitions of the Tier 3 Words in Section A for An Inspector Calls.		Maths	Using Section A Re-write and remember the key words and definitions for the Number topics	

Week beginning 14.09.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 2 on Educake	
English	Word Understanding: Review the definitions and examples provided for Tier 2 Vocabulary in Section A An Inspector Calls. Ensure you have a clear understanding of what each term means. Use 'look/cover/write/check' to learn what each term means.		Option 1	History- Using Section B Mind map the ideas about the cause of disease during the Medieval period. Use key terms. CHALLENGE: label which of the ideas are natural, which are supernatural. Geography- Using Section B explain using 100-150 words why are natural ecosystems important?	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
Unifrog	Use Unifrog to find out about LMI. Type LMI in the Access all the tools box on your homepage or use the QR code. What does LMI stand for? Where the three places you can see LMI in the Careers Library? Where are the two places you can use LMI in the Subjects Library? 		Science	Using the information in section B on the CB2 100%Sheet to create revision notes for current topic	
English	Apply the words: Rewrite the definitions of the Tier 2 Words in Section A for An Inspector Calls.		Maths	(Foundation) Create a revision aid around index laws, e.g. a flash card (Higher) Create a revision aid around standard form.	

Week beginning 21.09.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 3 on Educake	
English	Apply the words: Write your own understanding of the definitions using the tier 2 vocabulary <i>An Inspector Calls</i> in your own words.		Option 1	History- Using Section A and the knowledge from Section B create a diagram to show who would treat the sick in Medieval times. Use key terms. CHALLENGE: Which healer would be the best? why? Geography- Using Section B explain using 100-150 words Which countries have lost virtually all of their rainforest and why?	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
PREC	Using Section A of your 100% sheet: Have people in modern Britain lost their sense of duty? <i>Do other countries impose a sense of duty (e.g. China/Japan/ Norway) on young people today?</i>		Science	Copy out the key vocabulary in Section A on the CP2 100% sheet	
English	Knowledge check: Using 100 Words for each of the following themes, what do you understand by Capitalism and Socialism in <i>An Inspector Calls</i>?		Maths	Write down 5 Maths errors/misconceptions you would occur when dealing with standard form	

Week beginning 28.09.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 4 on Educake	
English	Develop understanding: Using the definitions in Section A, so far in the novel, using 100- 150 words explain where you have seen examples of Patriarchy.		Option 1	History- 1. Revise key words ready for a test- write a sentence for each one. CHALLENGE: Find 5 more key terms from the BBC Bitesize website Geography- Exam question: Examine the environmental impacts of human activity on tropical rainforests	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
Unifrog	Use the Unifrog careers library to find out about a career as a Recycling Officer. What do the day-to day duties of a Recycling Officer include? What skills are required for a Recycling Officer? How many jobs are there in the local area of Lincolnshire? What is the average salary for refuse workers in the East Midlands? 		Science	Using the information in section B on the CP2 100% Sheet to create revision notes for current topic	
English	Knowledge Check: Using 100-150 words answer the following: Which characters could be considered Capitalist and which characters have Socialist values? Why? Find supporting quotes.		Maths	Using Section A Rewrite and remember the key words and definitions for the Geometry (Foundation) and Algebra (Higher) topic	

Week beginning 05.10.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 5 on Educake	
English	Key Knowledge: Using Section B on the 100% Sheet Copy out the definitions for Social Responsibility, Age, Gender and Class in An Inspector Calls.		Option 1	History- Explain the similarities between ideas about the cause of disease in the Medieval and Renaissance periods. CHALLENGE: Attempt question 1 from the challenge section. Geography- Exam question: Describe ways in which climate and soils are interdependent in the Arctic	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
PREC	Using Section A of your 100% sheet: 1. Using the notion of free will, consider how human and moral evil exist. How do we decide what is good? (Family teachings/ religious teachings/ laws etc. all change from society to society).		Science	Copy out the key vocabulary in Section A on the CP3 100% sheet.	
English	Develop understanding: Copy Section C key connections and summarise each section.		Maths	Using Section B create a mindmap for 'Pythagoras' Theorem (Foundation) or Pythagoras (Higher) e.g. a mind map.	

Week beginning 12.10.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 6 on Educake	
English	Knowledge: Learn the quotes for each key connection Develop understanding: Develop understanding: Now find a different quote for each key connection and explain your choice.		Option 1	History- Using Section B write 3 points about each of the key three people during the Renaissance period. CHALLENGE: What were the limitations of their work? Geography- Using Section B write 100-150 word report on the usefulness of a small scale management in finding sustainable solutions in your chosen polar environment	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
Unifrog	Use the Unifrog careers library to find out about a career as a Fire-prevention engineer. What are the working hours of a Fire-prevention engineer? What skills are required for a Fire-prevention engineer? How many jobs are there in the local area of Lincolnshire? What is the average salary for a Fire-prevention engineer in the East Midlands? 		Science	Using the information in section B on the CP3 100% Sheet to create revision notes for current topic.	
English	Knowledge: Using Section C learn the quotes for each key connection. Use the look – cover – write method. Learn the quotes provided and your selected quotes.		Maths	Write down 5 Maths errors/misconceptions which could occur applying trigonometry (foundation) or quadratic formula (higher)	

Week beginning 19.10.2026

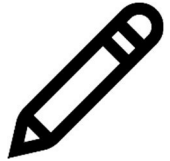
Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 7 on Educake	
English	Word Understanding :Looking at Section A provided for Language Paper 1 Crafting Language. Use 'look/cover/write/check' to help you understand the key terms.		Option 1	History- Exam question Using 100-150 words explain why there was development in medical knowledge from 1200- 1700 (12 Marks). Geography- Exam question: Assess the success of one global scale sustainable management solution in either the Arctic or Antarctic	
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
PREC	Using Section B of your 100% sheet: 1. Why should we teach students in modern Britain how to question ideas and evaluate (look at two sides of an argument?) 2. World views and faiths vary enormously. A. What is a Pastafarian? B. Are the Jedi Knights and Sikhs mostly similar or different from one another? What are the connections between Christians and Pagans?		Science	Create revision resource ahead of term 1 checkpoint on all of CB2, CP2 and CP3.	
English	Word Understanding : Looking at Section B provided for Language Paper 1 Crafting Structure. Use 'look/cover/write/check' to help you understand the key terms.		Maths	Using the links in Section C Give 5 real world applications of Pythagoras and Trigonometry (foundation) or Quadratic equations (higher), giving as much details as possible.	

EQUIPMENT

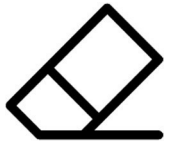
You will need to bring the following pieces of equipment with you for learning each day:



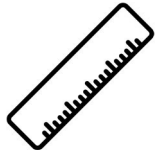
Pen



Pencil



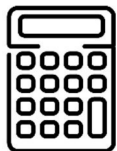
Rubber



Ruler



Highlight



Scientific

