

# Year 11 Study Buddy

Daily Timetables & Personal Learning Checklists

Student Name \_\_\_\_\_

Tutor Group \_\_\_\_\_

## The School Day

	Time
<b>Tutor</b>	8:45am – 9:15am
<b>Lesson 1</b>	9:15am – 10:30am
<b>Break 1</b>	10:30am – 11:00am
<b>Lesson 2</b>	11:00am – 12:15pm
<b>Lesson 3</b>	12:15pm – 1:30pm
<b>Break 2</b>	1:30pm – 2:00pm
<b>Lesson 4</b>	2:00pm – 3:15pm

## My Computer Log Ins

Platform	Username	Password
School System		
Sparx Maths		
Educake		
Memrise		

## How to use your Knowledge Organiser

Poltair School believe that the Learning Cycle Knowledge Organiser should be used daily for classwork and home learning. The Learning Cycle Knowledge Organiser will inform students and parents of topics that are being covered in class during each learning cycle, enabling all students to consolidate their learning outside of the classroom.

Students should be using their Learning Cycle Knowledge Organiser as a revision guide for assessments and using their SORT strategies to revise for each subject prior to assessments.



At Poltair we **SORT** it!

## What are the SORT strategies?

Select	Organise	Recall	Test
Select your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Organise your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information e.g.. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
<b>Strategies</b>			
<ul style="list-style-type: none"> <li>How to use your PLC</li> <li>How to schedule your <a href="#">home learning</a> and stick to it!</li> <li>How to select the correct knowledge to study</li> </ul>	<ul style="list-style-type: none"> <li>How to use your PLC</li> <li>How to schedule your home learning and stick to it!</li> </ul>	<ul style="list-style-type: none"> <li>Look cover &amp; test</li> <li>Leitner system</li> <li>Blurt it</li> <li>Transform it</li> </ul>	<ul style="list-style-type: none"> <li>Low stakes</li> <li>Self-quizzing</li> <li>Quiz each other</li> <li>Online quizzes</li> <li>High stakes</li> <li>Exam style questions</li> </ul>

## How to use SORT

Step 1: Organise	Step 2: Select	Step 3: Recall	Step 4: Test
<ol style="list-style-type: none"> <li>Use the daily planner on page 4 to identify all the times when you will complete your home learning and when you will complete independent revision</li> <li>RAG each of the PLCs so you identify your RED topics – the ones that you are unsure of or you do not fully understand</li> <li>Write your RED topics into your daily planner for when you will revise that subject</li> </ol>	<p>When you revise for a specific topic use your knowledge organiser, revision guide, website etc to summarise the key knowledge you need to learn.</p> <p>Use any summarizing strategy, such as:</p> <ul style="list-style-type: none"> <li>Flashcards</li> <li>Mindmaps</li> <li>Cornell Notes</li> <li>Revision Clocks</li> </ul> <p>For more details go to the SORT webpage</p>	<p>Once you have summarized the knowledge, you need to actively memorise it. This is the most important part of the revision process!</p> <p>You could use any of the following strategies to help:</p> <ul style="list-style-type: none"> <li>Lietner System</li> <li>Blurt It</li> <li>Look, say, cover, write, test</li> </ul>	<p>The last step in revision is to be confident that you can recall and retrieve the knowledge.</p> <p>To do this you need to test yourself. Quick and simple ways are to ask someone else to quiz you on the knowledge or to complete an online quiz.</p> <p>You can also answer past exam questions or extended answers.</p> <p>If you can not confidently recall the knowledge you will need to repeat step 3.</p>

# Top 10 Ways to Beat Exam Stress

## 1. Make a Realistic Revision Plan

Break subjects into small chunks and spread them out. You don't need to revise everything in one night – slow and steady works better.

## 2. Use Active Revision

Don't just read notes. Try: flashcards, practice questions, teaching someone else and past papers.

## 3. Take proper breaks

Use the Pomodoro method: 25 minutes of work → 5-minute break. Your brain needs rest to stay focused.

## 4. Get Enough Sleep

Sleep is revision. A tired brain can't think clearly, so aim for 8–9 hours where possible.

## 5. Eat and drink well

Water, fruit, and proper meals help your energy levels. Too much caffeine and sugar can make anxiety worse.

## 6. Talk About How You're Feeling

Stress is normal. Talk to: friends, teachers parents or school support staff. You don't have to deal with it alone.

## 7. Try Simple Breathing Techniques

Slow breathing can calm your nerves: Breathe in for 4, hold for 4, out for 6 Repeat a few times.

## 8. Keep Things in Perspective

Exams matter, but they don't define you. There are always other routes, retakes, and options in the future.

## 9. Stay Active

Even a short walk, stretch, or bit of sport can reduce stress and clear your head.

## 10. Celebrate Small Wins

Finished a topic? Did a past paper? That's progress. Reward yourself – you've earned it.

# How to use past exam papers

Past papers are one of the best revision tools for GCSEs – if you use them properly. Here's how to get the most out of them.

## Start with the right paper

### Make sure you use:

- The correct exam board (AQA, Edexcel etc.)
- The right subject and tier (Foundation or Higher)
- Recent papers if possible
- Ask your teacher or check your exam board website for past papers.

## Look at the mark scheme

### Don't just check the answers – read:

- How marks are awarded
- What keywords are needed
- How much detail is expected

This shows you how examiners think.

## Create a “fix-it” list

### Write down:

- Topics you struggled with
- Common mistakes
- Weak exam skills

Use this to focus your next revision session

## Practice exam timing

### Learn how long to spend on:

- 1-mark questions
- 4-6 mark questions
- Extended answers

Good timing = more marks.

## Different purposes

### You can use papers for different purposes:

- Do full papers
- Just practise one topic
- Focus on 6-mark questions
- Practise maths calculations

Mix it up and stay motivated.

## Try a paper without notes

### Treat it like the real exam:

- Time yourself
- No phone
- No notes
- Quiet space

This helps you practise exam pressure and timing.

## Learn from your mistakes

### Ask yourself:

- Was it a knowledge problem?
- A misunderstanding?
- A timing issue?

Mistakes = learning opportunities.

## Redo the same questions

### After revising the topic:

- Try the same questions again
- Aim for full marks
- This proves you've improved

## Learn the command words

### Know what these mean:

- Describe
- Explain
- Compare
- Evaluate

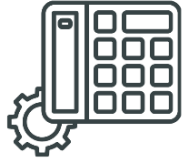
They tell you how to answer the question.

## Track your progress

### Keep a record of:

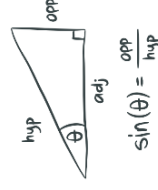
- Scores
- Weak areas
- Improvements

Seeing progress boosts confidence



### Practise without a calculator

Make sure you practise both calculator and non-calculator papers.



### Use a formula sheet

Learn what's on it and practise using it properly.



### Show all your working

Even if the final answer is wrong, you can still get method marks.



### Show all your working

Maths papers often repeat topics like:

- Algebra
- Percentages
- Angles
- Graphs

Focus on your weak areas.



### Mark carefully

- Check:
  - Method marks
  - Accurate marks
  - Where you lost marks



### Practise worded problems

They are usually the hardest. Slow down and underline key information.



### Redo hard questions

Repeating tricky questions until you can solve them confidently.



### Use exam tricks

- Check answers by:
  - Estimating
  - Substituting back
  - Checking units



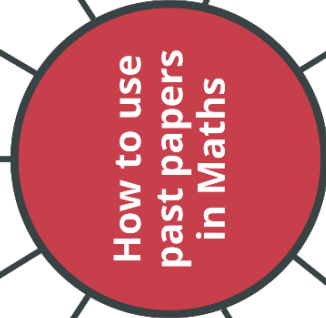
### Improve your speed

Time yourself so you don't rush the last questions.



### Learn common mistakes

E.g. rounding errors, missing units, incorrect rearranging.



# How to use past papers in English



## What, How, Zoom, Why

Structure your paragraph using:

- What
- How
- Zoom
- Why



## Practise planning answers

Spend 2-5 minutes planning longer answers.



## Analyse & evaluate language

Use verbs like:

- Suggests
- Implies
- Creates



## Practise creative writing

- Try:
- Descriptions
  - Story openings
  - Persuasive writing

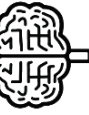


For Literature, memorise short, powerful quotes



## Learn key quotes

For Literature, memorise short, powerful quotes



## Improve timing

Don't speed too long on one question



## Mark using the criteria

- Check:
- Structure
  - Vocabulary
  - Analysis



## Improve SPAG

Spelling, punctuation and grammar matter



## Be tentative

Perhaps the writer...  
Dickens could have been...



### Use the correct papers

- Choose:
- Biology, Chemistry, Physics
  - Foundation or Higher
  - Combined or Triple



### Use keywords

Marks depend on using scientific language correctly.



### Learn the required practical methods

These often appear in questions.



### Revise weak topics

Use your mistakes to guide your revision.



### Answer in full sentences

Especially for 4-6 mark questions



### Study mark schemes

- Look for:
- Key phrases
  - Exact wording



### Practise graph questions

- Learn how to:
- Label axis
  - Describe patterns
  - Explain trends



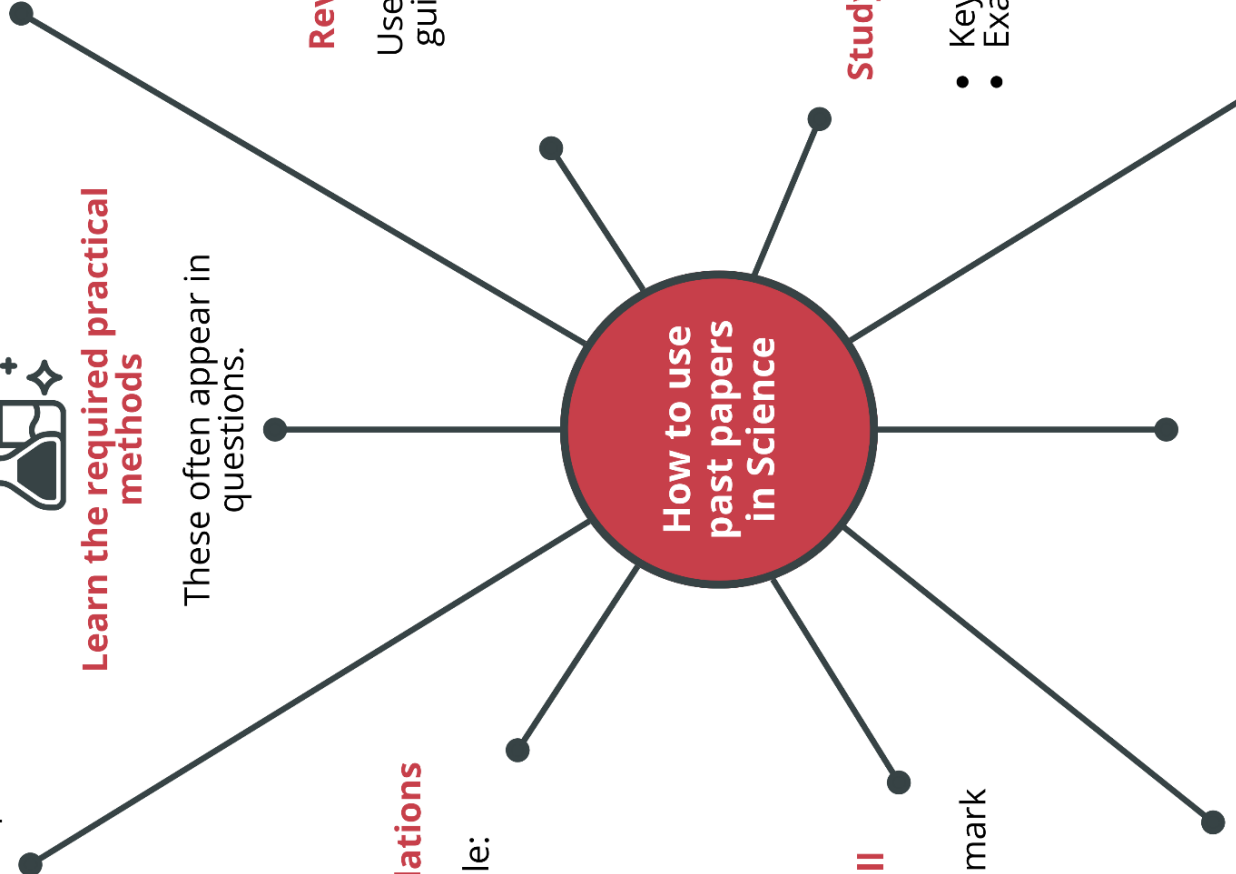
### Memorise required facts

E.g equations, processed, definitions.



### Redo questions after revising

This proves your improvement.



# The Pomodoro Technique

The Pomodoro Technique is a time-management method that helps you stay focused, avoid burnout, and get more revision done in less time.

**A Pomodoro = 25 minutes of focused work, then a 5-minute break.**



**Choose a Task**  
For example:  
Maths  
revision



**Set a timer for 25 minutes**  
Work with no  
distractions



**Take a 5 minute break**



**Repeat 5 times**



**Then take a longer break**  
(15-30 minutes)

## Why it helps

- Keeps your focus sharp
- Stops procrastination
- Makes revision feel manageable
- Reduces stress
- Helps you avoid burnout

## How to use it for revision

Use one Pomodoro to:

- Revise one topic
- Complete past paper questions
- Make flashcards
- Learn key quotes
- Practise calculations

## Break time ideas

During breaks:

- Stretch
- Drink water
- Walk around
- Rest your eyes
- Avoid social media if possible

## Top Tips

- Put your phone away
- Use a proper timer
- Write a to-do list first
- Be realistic
- Reward yourself after sessions

**Small goals = big progress.**



## Final Thought

You **don't** need to revise for hours non-stop.  
25 minutes of focus beats 2 hours of distraction.

# Top 5 Exam Day Tips

1

## **Arrive early & stay calm**

Get to school with time to spare. Rushing = stress. Take a few deep breaths to settle your nerves.

2

## **Read every question carefully**

Underline key words and check what the question is actually asking.

3

## **Manage your time**

Don't spend too long on one question. Move on and come back later if needed.

4

## **Show what you know**

Write something for every question – you can still earn marks even if you're unsure

5

## **Stay positive**

You've prepared for this. Trust yourself and do your best.



## **Bonus Tips**

Bring the right equipment

Drink water

Don't panic if others finish early

Focus on your paper, not anyone else's

# How to use AI for effective revision

AI can be a revision coach that helps you practise, understand, and improve - but it must never replace your own thinking. Use this guide to make AI work for you, not against you.

## Use AI to help you:

- Understand Topics and Concepts
- Explain topics in simple language
- Break down difficult concepts
- Give step-by-step examples
- Summarising lots of text

*Try these prompts:*

“Explain photosynthesis in simple GCSE-level language.” Or “Explain photosynthesis like you are explaining it to a Year 7 student”

Copy and paste text from your booklet/document and type – “Summarise this text and select the 10 most important pieces of information. Give me this information as 10 bullet points”.

## Practise Exam Questions

- Generate exam-style questions
- Create quizzes and flashcards
- Check answers against mark schemes

*Try this prompt:*

“Create 5 AQA GCSE Science (physics) exam-style questions on electricity with answers using AQA specification language and typical AQA command words. Include mark allocations and clear mark-scheme style answers”.

## Plan Your Revision

- Make a realistic revision timetable
- Break subjects into small chunks
- Help you revise a little, often

*Try this prompt:*

“Create a 3-week GCSE revision plan for Edexcel GCSE Maths. A maximum of 1 hour per day”.

## Improve Exam Technique

- Help structure 6–12 mark answers
- Explain why marks were lost
- Show what grade 7-9 answers include

*Try this prompt:*

“How can I improve this answer to achieve a grade 7-9 using the AQA GCSE Geography mark scheme?” (Copy and paste your answer).

## Creating Revision materials

- Create revision cards
- Create a quiz with answers

*Try this prompt:*

“Create for me a set of revision cards with a question on one side and an answer on the reverse using the Edexcel GCSE History specification for Paper 2 Superpower Relations.”

# What is AI not allowed for

## You should never use AI to:

- Write coursework or controlled assessments
- Complete homework to hand in as your own
- Copy answers without understanding them
- If you wouldn't be allowed help in the exam, don't use AI for it.

## How to use AI properly (the right way)

### Always

- Read and understand the answer
- Check it against your notes/textbook
- Ask why, not just what

### Never

- Copy and paste answers
- Memorise without understanding
- Use AI instead of revising yourself

## High-quality revision prompts you can use

**For testing yourself:** "Test me on this topic. Don't give hints unless I ask."

**For fixing mistakes:** "Here is my answer. What went wrong and how do I improve it?"

**For confidence:** "Explain this like I'm in Year 7, then again at GCSE level."

## A simple rule to remember

AI can help you practise and improve - but you must do the thinking.

### Used properly, AI can:

- Boost confidence
- Save time
- Improve exam performance

### Used badly, it can:

- Stop you learning
- Lower your grades

# How to create and use a revision timetable

A simple guide for Year 11 students.

## Why use a revision timetable?

### A revision timetable helps you:

- Stay organised
- Avoid last-minute cramming
- Balance school, revision, and free time
- Cover every subject properly

It turns “I should revise” into a clear plan.

### STEP 1: List your subjects and topics

Write down:  
All your GCSE subjects  
The main topics for each subject

Example:  
Biology: Cell biology, infection & response, bioenergetics  
English: Poetry, Macbeth, unseen texts

This helps you see what you actually need to revise.

### STEP 2: Be realistic about your time

Look at your week and mark:  
School hours  
Homework  
Clubs/Work  
Relaxing time  
Family time

Now see where revision can fit.  
Even 30–60 minutes a day is enough if you use it well.

### STEP 3: Create your timetable

Use:  
A planner  
A printed sheet  
A notes app  
A whiteboard

For each day, add:  
Subject  
Topic  
Time

### STEP 4: Mix your subjects

Don't revise the same subject all day. Mixing subjects:  
Keeps you focused  
Helps your memory  
Stops boredom

Try to include:  
A written subject  
A science or maths subject  
A lighter task (like flashcards)

### STEP 5: Use active revision

Avoid just reading notes.

Instead, try:  
Flashcards  
Past exam questions  
Blurting (write what you remember)  
Mindmaps  
Teaching someone else

These methods help you remember, not just read.

### STEP 6: Add breaks

Your brain needs rest. Use:  
25–30 minutes revision  
5-minute break

After 2 sessions, take a longer break

No breaks = less focus

### STEP 7: Stick to it (but be flexible)

You won't follow it perfectly every day - that's normal.

If you miss a session:  
Don't panic  
Just move it to another day

The timetable is there to help, not stress you out

### STEP 8: Review it weekly

Every week, ask:  
What's working?  
What isn't?

Do I need more time for any subjects?

Adjust your timetable to suit you.

# How your brain learns

**1. Learning means storing in long-term memory**  
Your brain works like a library - information needs to be retrieved and stored, not just read once. Practising recall helps information “stick” better.

**2. Retrieval practise is key**  
Instead of just rereading notes, you should test yourself and practise bringing information up from memory. This builds stronger recall pathways in your brain.

**3. Reorganise your notes**  
Organise what you learn into:

- mindmaps
  - flashcards
  - summaries in your own words
- This helps you understand and remember better.

**4. Spaces revision beats cramming**

Studying a topic over several sessions spaced out over time is much more effective than doing it all at once.

Imagine revisiting a topic several times before exams - that's powerful revision!

**5. Teach someone else**

Explaining a topic to another person (or even to yourself!) forces you to organise and practise the information - which strengthens memory.

## How learning works



## Top Revision Tips

- Use past papers and quizzes to practise retrieval
- Don't just read notes - rewrite them in new formats
- Mix up topics rather than block one subject for hours
- Spread your revision over days/weeks
- Teach someone else to check your understanding

## Spaced Practice

- Spread your learning out
- Three is better than one



Your memory gets stronger with each spaced review.

# Revision Timetable – 09/02/26

	Monday 9 <sup>th</sup> February	Tuesday 10 <sup>th</sup> February	Wednesday 11 <sup>th</sup> February	Thursday 12 <sup>th</sup> February	Friday 13 <sup>th</sup> February		Saturday 14 <sup>th</sup> February	Sunday 15 <sup>th</sup> February
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable – HALF TERM

Date	AM	PM
Monday 16 <sup>th</sup> February		
Tuesday 17 <sup>th</sup> February		
Wednesday 18 <sup>th</sup> February		
Thursday 19 <sup>th</sup> February		
Friday 20 <sup>th</sup> February		
Saturday 21 <sup>st</sup> February		
Sunday 22 <sup>nd</sup> February		

# Revision Timetable

	Monday 23 <sup>rd</sup> February	Tuesday 24 <sup>th</sup> February	Wednesday 25 <sup>th</sup> February	Thursday 26 <sup>th</sup> February	Friday 27 <sup>th</sup> February		Saturday 28 <sup>th</sup> February	Sunday 1 <sup>st</sup> March
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 2 <sup>nd</sup> March	Tuesday 3 <sup>rd</sup> March	Wednesday 4 <sup>th</sup> March	Thursday 5 <sup>th</sup> March	Friday 6 <sup>th</sup> March		Saturday 7 <sup>th</sup> March	Sunday 8 <sup>th</sup> March
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 9 <sup>th</sup> March	Tuesday 10 <sup>th</sup> March	Wednesday 11 <sup>th</sup> March	Thursday 12 <sup>th</sup> March	Friday 13 <sup>th</sup> March		Saturday 14 <sup>th</sup> March	Sunday 15 <sup>th</sup> March
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 16 <sup>th</sup> March	Tuesday 17 <sup>th</sup> March	Wednesday 18 <sup>th</sup> March	Thursday 19 <sup>th</sup> March	Friday 20 <sup>th</sup> March		Saturday 21 <sup>st</sup> March	Sunday 22 <sup>nd</sup> March
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 23 <sup>rd</sup> March	Tuesday 24 <sup>th</sup> March	Wednesday 25 <sup>th</sup> March	Thursday 26 <sup>th</sup> March	Friday 27 <sup>th</sup> March		Saturday 28 <sup>th</sup> March	Sunday 29 <sup>th</sup> March
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 30 <sup>th</sup> March	Tuesday 31 <sup>st</sup> March	Wednesday 1 <sup>st</sup> April	Thursday 2 <sup>nd</sup> April	Friday 3 <sup>rd</sup> April		Saturday 4 <sup>th</sup> April	Sunday 5 <sup>th</sup> April
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

## Revision Timetable – EASTER HOLIDAYS (include holiday prep sessions)

Date	AM	PM
Monday 6 <sup>th</sup> April		
Tuesday 7 <sup>th</sup> April		
Wednesday 8 <sup>th</sup> April		
Thursday 9 <sup>th</sup> April		
Friday 10 <sup>th</sup> April		
Saturday 11 <sup>th</sup> April		
Sunday 12 <sup>th</sup> April		

## Revision Timetable – EASTER HOLIDAYS (include holiday prep sessions)

Date	AM	PM
Monday 13 <sup>th</sup> April		
Tuesday 14 <sup>th</sup> April		
Wednesday 15 <sup>th</sup> April		
Thursday 16 <sup>th</sup> April		
Friday 17 <sup>th</sup> April		
Saturday 18 <sup>th</sup> April		
Sunday 19 <sup>th</sup> April		

# Revision Timetable

	Monday 20 <sup>th</sup> April	Tuesday 21 <sup>st</sup> April	Wednesday 22 <sup>nd</sup> April	Thursday 23 <sup>rd</sup> April	Friday 24 <sup>th</sup> April		Saturday 25 <sup>th</sup> April	Sunday 26 <sup>th</sup> April
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 27 <sup>th</sup> April	Tuesday 28 <sup>th</sup> April	Wednesday 29 <sup>th</sup> April	Thursday 30 <sup>th</sup> April	Friday 1 <sup>st</sup> May		Saturday 2 <sup>nd</sup> May	Sunday 3 <sup>rd</sup> April
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 4 <sup>th</sup> May	Tuesday 5 <sup>th</sup> May	Wednesday 6 <sup>th</sup> May	Thursday 7 <sup>th</sup> May	Friday 8 <sup>th</sup> May		Saturday 9 <sup>th</sup> May	Sunday 10 <sup>th</sup> May
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 11 <sup>th</sup> May	Tuesday 12 <sup>th</sup> May	Wednesday 13 <sup>th</sup> May	Thursday 14 <sup>th</sup> May	Friday 15 <sup>th</sup> May		Saturday 16 <sup>th</sup> May	Sunday 17 <sup>th</sup> May
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable

	Monday 18 <sup>th</sup> May	Tuesday 19 <sup>th</sup> May	Wednesday 20 <sup>th</sup> May	Thursday 21 <sup>st</sup> May	Friday 22 <sup>nd</sup> May		Saturday 23 <sup>rd</sup> May	Sunday 24 <sup>th</sup> May
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
5:30pm – 6:30pm								
6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Revision Timetable – MAY HALF TERM

Date	AM	PM
Monday 25 <sup>th</sup> May		
Tuesday 26 <sup>th</sup> May		
Wednesday 27 <sup>th</sup> May		
Thursday 28 <sup>th</sup> May		
Friday 29 <sup>th</sup> May		
Saturday 30 <sup>th</sup> May		
Sunday 31 <sup>st</sup> May		

# Revision Timetable

	Monday 1 <sup>st</sup> June	Tuesday 2 <sup>nd</sup> June	Wednesday 3 <sup>rd</sup> June	Thursday 4 <sup>th</sup> June	Friday 5 <sup>th</sup> June		Saturday 6 <sup>th</sup> June	Sunday 7 <sup>th</sup> June
3:15pm – 4:15pm Poltair+						AM		
4:30pm – 5:30pm								
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6:30pm – 7:30pm						PM		
7:30pm – 8:30pm								
8:30pm onwards								

# Personal Learning Checklists

## English – Macbeth (Literature Paper 1, Section A)

Key Ideas	S	O	R	T
Recall important moments in the plot.				
Understand characters and how they develop throughout the play.				
Understand key themes (guilt, ambition, the supernatural, appearance and reality, good vs. evil, kingship).				
Recall key quotations for all characters and themes.				
Understand why Shakespeare wrote the play.				
Plan thoughtfully sequenced responses to exam questions.				
Write thesis introductions.				
Write developed what, how, zoom why paragraphs.				
Use a range of references (including quotations) to support ideas.				
Identify and analyse language methods.				
Identify and analyse structure.				
Identifying and analyse features of the play form.				
Develop my analysis to add layers of additional or alternative interpretations.				
Use appropriate connectives to add layers of analysis and link ideas.				
Develop analysis with Shakespeare's intentions, messages and 'big ideas'.				
Develop analysis with relevant links between quotations and the Jacobean context.				
Extend paragraphs of analysis by making links between different quotations and parts of the play.				
Use a range of sophisticated vocabulary to enhance analysis.				

## English – A Christmas Carol (Literature Paper 1, Section B)

Key Ideas	S	O	R	T
Recall important moments in the plot.				
Understand characters and how they develop throughout the novella.				
Understand key themes (greed, poverty, familial love, redemption, Christmas spirit, charity, happiness and joy).				
Recall key quotations for all characters and themes.				
Understand why Dickens wrote the play.				
Plan thoughtfully sequenced responses to exam questions.				
Write thesis introductions.				
Write developed what, how, zoom why paragraphs.				
Use a range of references (including quotations) to support ideas.				
Identify and analyse language methods.				
Identify and analyse structure.				
Develop my analysis to add layers of additional or alternative interpretations.				
Use appropriate connectives to add layers of analysis and link ideas.				
Develop analysis with Dickens' intentions, messages and 'big ideas'.				
Develop analysis with relevant links between quotations and the Victorian context.				
Extend paragraphs of analysis by making links between different quotations and parts of the novella.				
Use a range of sophisticated vocabulary to enhance analysis.				

# Personal Learning Checklists

## English – Literature Paper 2, Section B (Power and Conflict)

Key Ideas	S	O	R	T
<b>Ozymandias by Percy Bysshe Shelley</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>London by William Blake</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Extract from The Prelude by William Wordsworth</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
<b>My Last Duchess by Robert Browning</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				

## English – Literature Paper 2, Section B (Power and Conflict)

Key Ideas	S	O	R	T
<b>The Charge of the Light Brigade by Alfred Lord Tennyson:</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Exposure by Wilfred Owen</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Storm on the Island by Seamus Heaney</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Bayonet Charge by Ted Hughes</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				

## English – Literature Paper 2, Section B (Power and Conflict)

Key Ideas	S	O	R	T
<b>Remains by Simon Armitage:</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Poppies by Jane Weir:</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>War Photographer by Carol Ann Duffy</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Tissue by Imtiaz Dharker</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				

# Personal Learning Checklists

## English – Literature Paper 2, Section B (Poetry Anthology)

Key Ideas	S	O	R	T
<b>The Emigree by Carol Rumens</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Checking Out Me History by John Agard</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
<b>Kamikaze by Beatrice Garland</b>				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				

## English – Literature Paper 2, Section B (Poetry Anthology)

Key Ideas	S	O	R	T
<b>Responding to the Exam Question:</b>				
Choosing an appropriate comparison poem.				
Planning my response effectively.				
Writing a thesis introduction.				
Using quotations and references to support my ideas.				
Identifying and analysing language methods.				
Identifying and structure methods and features of form.				
Making thoughtful connections between poems.				
Using a variety of analytical verbs to support my critical writing.				
Using appropriate connectives.				
Developing analysis with relevant contextual ideas.				

## English – Literature Paper 2, Section C (Unseen Poetry)

Key Ideas	S	O	R	T
Reading an unseen poem carefully and identifying the poet's ideas.				
Using quotations and references to support my ideas.				
Identifying and analysing language methods.				
Identifying and analysing structure methods.				
Using a variety of analytical verbs to support my critical writing.				
Comparing methods in two poems.				

# Personal Learning Checklists – Language Papers 1 and 2

Key Ideas P1 – Sec A	S	O	R	T
Understand Question 1: focus, timings and how to answer the question.				
Understand Question 2: focus, timings and how to answer the question.				
Understand Question 3: focus, timings and how to answer the question.				
Understand Question 4: focus, timings and how to answer the question.				
Select relevant information from a fiction text.				
Identify language methods with accurate terminology.				
Analyse language methods.				
Identifying structure methods with accurate terminology.				
Analyse structure methods.				
Evaluate a statement about a fiction text.				
Support my evaluation of a fiction text by identifying and analysing a range of relevant methods.				

Key Ideas - P1, Sec B	S	O	R	T
Plan an extended descriptive or narrative piece of writing.				
Use a range of sophisticated vocabulary precisely in my creative writing.				
Use a range of language methods in my creative writing.				
Use a range of punctuation accurately in my creative writing.				
Use a range of sentence structures and starters in my creative writing.				
Proof-read and edit my creative writing.				

Key Ideas - Paper 2 Sec a	S	O	R	T
Understand Question 1: focus, timings and how to answer the question.				
Understand Question 2: focus, timings and how to answer the question.				
Understand Question 3: focus, timings and how to answer the question.				
Understand Question 4: focus, timings and how to answer the question.				
Understand information and ideas in a non-fiction text (Q1).				
Make inferences about relevant quotations from two non-fiction texts (Q2).				
Analyse language methods (Q3).				
Identify writers' viewpoints in two non-fiction texts (Q4).				
Identify and analyse how writers present their viewpoints by analysing the methods they use (Q4).				

Key Ideas - Paper 2 Sec B	S	O	R	T
Plan an extended piece of opinion writing (Q5 / Section B).				
Use a range of sophisticated vocabulary precisely in my opinion writing (Q5 / Section B).				
Appeal to a specific audience in my opinion writing (Q5 / Section B).				
Use features of form thoughtfully (letter, article, speech, essay, leaflet) (Q5 / Section B).				
Use a range of persuasive methods in my opinion writing (Q5 / Section B).				
Use a range of punctuation accurately in my opinion writing (Q5 / Section B).				
Use a range of sentence structures and starters in my opinion writing (Q5 / Section B).				
Proof-read and edit my opinion writing (Q5 / Section B).				

# Personal Learning Checklists - Maths

Key Ideas	Sparx Code	S	O	R	T
Ordering positive integers	U600				
Ordering decimals	U435				
Ordering negative numbers	U947				
Adding and subtracting positive integers	U417				
Multiplying and dividing positive integers	U127, U453				
Adding and subtracting negative numbers	U742				
Multiplying and dividing negative numbers	U548				
Adding and subtracting decimals	U478				
Multiplying and dividing with place value	U735				
Multiplying and dividing with decimals	U293, U868				
Order of operations	U976				
Prime numbers, prime factorisation	U236, U739				
Factors, multiples, HCF and LCM	U211, U751, U529				
Powers and roots	U851				
Using standard form	U330, U534				
Calculating with standard form	U264, U290, U161				
Equivalent fractions and simplifying fractions	U704, U646				
Mixed numbers and improper fractions	U692				
Ordering fractions	U746				
Addition and subtraction of fractions	U736, U793				
Multiplication and division of fractions	U475, U544				
Converting and ordering fractions, decimals and percentages	U888, U594				
Fractions of amounts	U881, U916				
Percentages of amounts	U554, U349				
Percentage change	U773, U671				
Reverse percentages	U286, U278				
Simple interest	U533				

Key Ideas	Sparx Code	S	O	R	T
Collecting data, frequency tables	U322, U120				
Two-way tables	U981				
Bar charts	U363, U557				
Pictograms	U506				
Pie charts	U508, U172				
Stem and leaf diagrams	U200, U909				
Mode	U260				
Mean	U291				
Median	U456				
Range	U526				
Choosing averages	U717				
Scatter graphs	U199, U277, U128				

Key Ideas	Sparx Code	S	O	R	T
Simplifying ratios	U687				
Sharing amounts in a ratio	U753, U577				
Converting between ratios, fractions and percentages	U176				
Direct proportion	U721, U640				
Inverse proportion	U357, U364				
Proportion graphs	U238				
Units of measure: Length, Mass and Capacity	U102, U388				
Units of measure: Time	U902				
Units of measure: Area	U248				
Currency conversion	U610				
Conversion graphs	U652, U638, U862				
Compound units: Speed	U151				

# Personal Learning Checklists - Maths

Key Ideas	Sparx Code	S	O	R	T
Probability scale	U803				
Probability of single events	U408, U510, U683				
Experimental probability	U580				
Expected outcomes	U166				
Listing elements in a set	U748, U296				
Probability from Venn diagrams	U476				
Frequency trees	U280				
Sample space diagrams	U104				
Tree diagrams	U558, U729				

Key Ideas	Sparx Code	S	O	R	T
Algebraic expressions	U613				
Collecting like terms	U105				
Substitution	U201, U585, U144				
Expanding brackets	U179, U768				
Factorising expressions	U365				
Index laws	U235, U694, U662, U103				
Changing the subject	U556				
Coordinates	U789, U889				
Midpoints	U933				
Plotting straight line graphs	U741				
Equations of straight line graphs	U315, U669				
Parallel lines	U377				
Distance-time graphs	U403, U914, U462, U966				
Quadratic graphs	U989, U667				
Linear equations	U755, U325, U870, U505, U599				
Quadratic expressions and equations	U178, U228				

Key Ideas	Sparx Code	S	O	R	T
Properties of 2D shapes	U121, U849				
Properties of 3D shapes	U719				
Nets of 3D shapes	U761				
Angles: Measuring, Drawing and Estimating	U447				
Angle on a line and about a point	U390				
Vertically opposite angles	U730				
Angles on parallel lines	U826				
Angles in a triangle	U628				
Combining angle facts	U655				
Angles in a quadrilateral	U732, U329				
Angles in polygons	U427				
Bearings	U525, U107				
Translations	U196				
Reflections	U799				
Enlargements	U519				
Rotations	U696				
Congruence	U790, U866				
Area and perimeter of simple shapes	U993, U970, U351, U226				
Area of triangles, parallelograms and trapeziums	U945, U575, U424, U265, U343				
Circles	U767				
Circumference	U604, U221				
Circle area	U950, U373				
Surface area	U929, U259, U871				
Volume of cuboids	U786				
Volume of prisms and cylinders	U174, U915				
Similar shapes	U551, U578				
Scale diagrams	U257				

# Personal Learning Checklists - Maths

Key Ideas	Sparx Code	S	O	R	T
Calculating with roots and fractional indices	U851, U985, U772, U299				
Converting recurring decimals to fractions	U689				
Surds	U338, U663, U872, U499				
Rationalising the denominator	U707, U281				
Error intervals	U657, U301, U587				

Key Ideas	Sparx Code	S	O	R	T
Averages	U877, U717				
Cumulative frequency diagrams	U182, U642				
Box plots	U879, U837, U507				
Frequency polygons	U840				
Histograms	U814, U983, U267				
Capture-recapture	U328				

Key Ideas	Sparx Code	S	O	R	T
Product rule for counting	U369				
Conditional probability	U246, U821, U806				
Probability from Venn diagrams	U476, U748, U699				

Key Ideas	Sparx Code	S	O	R	T
Congruence proofs	U866, U887				
Enlargements	U134				
Describe combined transformations	U766				
Circle theorems: Angles inside a circle	U459, U251				
Circle theorems: Tangents and chords	U489, U130				
Circle theorems problems	U808				
Prove circle theorems	U807				
Volume of frustums	U350				
Volume: Problem Solving	U543, U426				

Key Ideas	Sparx Code	S	O	R	T
Expanding triple brackets	U606				
Operations with algebraic fractions	U685, U457, U824				
Factorising quadratic expressions: $ax^2+bx+c$	U858				
Simplifying algebraic fractions	U294				
Factorising to solve quadratic equations	U228, U960				
Using the quadratic formula	U665				
Completing the square to solve quadratics	U397, U589				
Quadratic equations in context	U150				
Quadratic simultaneous equations	U547				
Index laws	U235, U694, U662				
Equation of a straight line: Perpendicular lines	U898				
Quadratic graphs: Turning points	U769				
Quadratic simultaneous equations on graphs	U875				
Exponential graphs	U229				
Exponential growth and decay problems	U988				
Trigonometric graphs	U450				
Graph transformations	U598, U487, U455				
Velocity-time graphs	U937, U562, U611				
Rate of change graphs	U638, U652, U862				
Estimating gradient from a curve	U800				
Estimating area under a curve	U882				
Equation of a circles and tangents	U567				
Linear inequalities as graph regions	U747				
Quadratic inequalities	U133				
Functions	U637, U895, U448, U996				
Recurrence relations	U171				
Quadratic sequences	U206				

# Personal Learning Checklists

## Science – How to approach a 6-mark question

### Atomic Structure

Question	Explain how the properties of _____ radiation affect the level of hazard at different distances
Info	<p>You could be asked this question alpha, beta or gamma radiation. To answer this question, you need to:</p> <ol style="list-style-type: none"> <li>Describe how penetrating the radiation is</li> <li>Describe the range of radiation</li> <li>Describe the ionising power of radiation</li> <li>Describe the risk at a short range and give a reason why</li> <li>Describe the risk at a long range and give a reason why</li> </ol>
Top tip	<p>The examiner may not use the key terms alpha, beta or gamma but use the symbols watch out for this</p> <p>Be clear in your work how far the radiation can travel and what materials it is unable to penetrate</p>
Model answer	<p>Explain how the properties of alpha radiation affect the level of hazard at different distances</p> <ol style="list-style-type: none"> <li>Alpha radiation is the least penetrating and is unable to pass through a sheet of paper.</li> <li>It also has the least range in air and can only travel 5cm through the air.</li> <li>Alpha radiation is the most ionising</li> <li>At a short range alpha radiation is very dangerous because of how ionising it is.</li> <li>At a long range alpha radiation is not dangerous because it does not have a long range.</li> </ol>
Practice	<ol style="list-style-type: none"> <li>Learn and practice the model answer above.</li> <li>Prepare and learn model answers to explain how dangerous beta and gamma radiation are at different distances.</li> </ol>

### Particle model of matter

Question	Identify and explain the properties of _____
Info	<p>You could be asked this question for solids, liquids and gases. To answer this question, you need to:</p> <ol style="list-style-type: none"> <li>Describe its shape and if it can flow</li> <li>Link the state of matter's shape and ability to flow to the forces of attraction between particles.</li> <li>Describe its density and if it can be squashed or compressed.</li> <li>Link the density and ability to be compressed of the state of matter to the closeness of the particles.</li> </ol>
Top tip	Link the properties of the states of matter to the arrangement of particles.
Model answer	<p>Identify and explain the properties of a gas.</p> <ol style="list-style-type: none"> <li>A gas can flow and will completely fill a container that they are in.</li> <li>This is because there are very little forces of attraction between the molecules and so they are able to move freely.</li> <li>A gas has a very low density and can be squashed and compressed.</li> <li>This is because the particles are very far apart and so there is lots of space between them.</li> </ol>
Practice	<ol style="list-style-type: none"> <li>Learn and practice the model answer above.</li> <li>Prepare and learn model answers to identify and explain the properties of solids and gases.</li> </ol>

### Quantitative Chemistry

Question	Calculate the concentration of a solution
Info	<p>You could be given a volume of a solution and the mass of a substance that it contains and be asked to use this to calculate a concentration</p> <p>To answer this question, you will need to do the following:</p> <ol style="list-style-type: none"> <li>Check the volume you have been given in the question is in the same units as the units you have been asked to give in your answer. If not convert!</li> <li>Check the mass you have been given is in the same units as the units you have been asked to give in your answer. If not convert!</li> <li>Divide the known mass by the volume you have been given.</li> <li>Check your answer is to the correct number of significant figures.</li> <li>Add units</li> </ol>
Top tip	To convert from cm <sup>3</sup> into dm <sup>3</sup> divide by 1000.
Model answer	<p>Calculate concentration of hydrochloric acid when it contains 3.2g of hydrogen chloride in 50cm<sup>3</sup> of solution. Give your answer to 2 s.f in g/dm<sup>3</sup></p> <ol style="list-style-type: none"> <li>Check volume units: <math>50/1000 = 0.05\text{dm}^3</math></li> <li>Check mass units: 3.2g</li> <li>Divide mass by volume: <math>3.2/0.05 = 64</math></li> <li>Round to correct sig fig: 64</li> <li>Add units: <math>64\text{g/dm}^3</math></li> </ol>
Practice	<ol style="list-style-type: none"> <li>Learn and practice the model answer above.</li> <li>Calculate the concentrations of hydrochloric acid in g/dm<sup>3</sup> when 6.8g is dissolved in 100cm<sup>3</sup>, when 12.2g in 250cm<sup>3</sup>, when 0.1kg is dissolved in 750cm<sup>3</sup> and when 0.25kg is dissolved in 1.5dm<sup>3</sup></li> </ol>

# Personal Learning Checklists

## Science – How to approach a 6-mark question

### Chemical Energy Changes

Question	Identify what forms at the _____ electrode and explain how this happens.
Info	<p>You will usually be given a diagram of the electrolysis and the name of the solution that is undergoing electrolysis. You will then be asked what forms at one or both electrodes and be asked to explain how this happens.</p> <p>To answer this question:</p> <ol style="list-style-type: none"><li>1. Identify what forms at the electrode. You can use the tips below to help you with this</li><li>2. Identify the charge of the ion.</li><li>3. Identify that they are attracted to the oppositely charged electrode.</li><li>4. Identify if the ion loses or gains electrons.</li><li>5. Identify if they are reduced or oxidised.</li><li>6. Identify (again) what is formed.</li></ol>
Top tip	<p><b>Anode:</b> At the <b>positive electrode</b> negative ions <b>lose</b> their electrons and are <b>oxidised</b>. If the solution doesn't contain halides oxygen is made. This oxygen reacts with the carbon in the electrode to make carbon dioxide.</p> <p><b>Cathode:</b> At the <b>negative electrode</b> positive ions <b>gain</b> electrons and are <b>reduced</b>. If the metal is more reactive than hydrogen, then hydrogen forms at the electrode instead.</p>
Model answer	<p>Explain what forms at the cathode during the electrolysis of copper sulfate</p> <ol style="list-style-type: none"><li>1. Copper forms at the negative electrode.</li><li>2. Copper ions have a positive charge...</li><li>3. ...and so are attracted to the oppositely charged negative electrode.</li><li>4. The copper ions gained electrons...</li><li>5. ...and are reduced to form copper</li></ol> <p>Explain what forms at the anode during electrolysis of copper sulfate</p> <ol style="list-style-type: none"><li>1. Oxygen forms at the negative electrode.</li><li>2. Oxygen ions have a negative charge...</li><li>3. ...and so are attracted to the oppositely charged positive electrode.</li><li>4. The oxygen ions lose electrons...</li><li>5. ...and are oxidised to form oxygen, the oxygen then goes on to react with the carbon in the electrode to make carbon dioxide gas.</li></ol>
Practice	<ol style="list-style-type: none"><li>1. Explain what forms at the electrodes during electrolysis of iron sulfate</li><li>2. Explain what forms at the electrodes during electrolysis of copper chloride</li><li>3. Explain what forms at the electrodes during electrolysis of sodium chloride</li></ol>

# Personal Learning Checklists

## Art

Key Ideas	S	O	R	T
Explain and use tone, texture, line, shape, scale and composition to create an interesting observational drawing.				
Experiment with a range of materials.				
Refine work through annotation.				
Record ideas and observations.				
Develop ideas through investigation.				
Present a personal and meaningful response.				
Explain and discuss how decisions have been made through annotation.				

## Computer Science

Key Ideas	S	O	R	T
I can explain the purpose of a computer network hardware				
I can explain the architecture of the CPU				
I can define the differences between WAN and LAN				
I can identify different network topologies and protocols				
I can explain the effects of different network vulnerabilities and ways to protect				
Identify and apply the impacts of computing				
I can apply Boolean logic to real world conditions				
I can identify and apply different search and sort algorithms				
I can explain and use file handling				
I can apply SQL to a database table				
I can explain and apply computational thinking				
I can use python syntax to develop programs				
I can plan tests for computer programs				

## Engineering

Key Ideas	S	O	R	T
I can interpret information found on engineering drawings to plan how to make engineering products.				
I can plan engineering operations in the correct sequence.				
I can assess risks and identify appropriate control measures to help to prevent injury.				
I can draw GANTT charts to show my plan to make engineered products and remember to include contingency time.				
I can select and use the correct hand and machine tools to manufacture components.				
I can identify and use a range of workshop tools safely and accurately.				

# Personal Learning Checklists

## Geography

Key Ideas	S	O	R	T
Define key terms				
Describe the causes of economic change				
Define post-industrial				
Explain the effects of post-industrial change in the UK				
Explain the reasons for the development of the quaternary sector in the UK				
Describe the differences between a business and science park				
Explain the impacts of rural depopulation				
Explain the impacts of rural population growth				
Explain transport developments in the UK				
Evaluate strategies to reduce the north-south divide				

## Geography

Key Ideas	S	O	R	T
Describe the characteristics of upland and lowland areas				
Explain the similarities and differences between constructive and destructive waves				
Explain how waves break				
Explain the process of mass movement and weathering				
Explain the 4 processes of erosion				
Explain the formation of a bay and headland				
Explain the formation of a coastal stack				
Explain the process of longshore drift				
Explain the formation of a spit				
Assess the advantages and disadvantages of coastal management techniques				
Explain the impacts of coastal management upon the Holderness coast				

## History

Key Ideas	S	O	R	T
I can state the problems in Weimar Germany post-WWI				
I can explain the strengths and weaknesses of the Weimar Republic 1918-23				
I can explain the extent of recovery 1924-29				
I can state the growth of the Nazi Party 1920-23				
I can explain how support for the Nazi Party grew and why				
I can explain the use of propaganda to gain the support of the German people 1933-39				
I can explain the use of Terror against the German people to ensure their compliance, 1933-39				
I can state the experiences of; Youth, Workers, Women and persecuted groups				
I can explain examples of opposition to the Nazis				
I can evaluate sources for their utility in an enquiry				
I can use my knowledge to evaluate the strength of interpretations about Germany, 1918-39				









# Exam Timetable 2025/26

Date	Exam Board	Qualification	Subject	Title	Duration
April 2026	Pearson	BTEC	Performing Arts	Perf Arts practical - Responding to a brief	All Day
TBC	Pearson	BTEC	Music	Music Practical - Responding to a brief	All Day
April 2026	Pearson	BTEC	Art & Design	Art Practical - NEA Practical	All Day
1-4/12/25	WJEC	BTEC	Hospitality & Catering	Hospitality Practical - Unit 2	All Day
05/05/26	Pearson	BTEC	Health & Social Care	Health & Social Care - Comp 3: Health & Wellbeing	2h
07/05/26	Pearson	BTEC	Sport	Sport - Comp 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	1h 30m
11/05/26	AQA	GCSE	English Literature	English Literature Paper 1 - Shakespeare and the 19th century novel	1h 45m
12/05/26	AQA	GCSE	Science: Trilogy - Biology	Science: Trilogy - Biology Paper 1	1h 15m
12/05/26	AQA	GCSE	Biology	Biology Paper 1	1h 45m
13/05/26	AQA	GCSE	Geography	Geography Paper 1 - Living with the physical environment	1h 30m
13/05/26	OCR	GCSE	Computer Science	Computer Science Paper 1: Computer Systems	1h 30m
14/05/26	Pearson	GCSE	Mathematics	Mathematics Paper 1 (non - calculator)	1h 30m
15/05/26	Pearson	GCSE	History	History Paper 1: Thematic Study & Historic Environment	1h 20m
18/05/26	AQA	GCSE	Chemistry	Chemistry Paper 1	1h 45m
18/05/26	AQA	GCSE	Science: Trilogy - Chemistry	Science: Trilogy - Chemistry Paper 1	1h 15m
18/05/26	WJEC	Vocational	Engineering	Solving Engineering Problems	1h 30m
19/05/25	AQA	GCSE	English Literature	English Literature Paper 2 - Modern texts and poetry	2h 15m
19/05/26	OCR	GCSE	Computer Science	Computer Science Paper 2: Computational, thinking, algorithms and programming	1h 30m
21/05/26	AQA	GCSE	English Language	English Language Paper 1 - Explorations in creative reading and writing	1h 45m

Half Term

Date	Exam Board	Qualification	Subject	Title	Duration
02/06/26	AQA	GCSE	Physics	Physics Paper 1	1h 45m
02/06/26	AQA	GCSE	Science: Trilogy - Physics	Science: Trilogy - Physics Paper 1	1h 15m
02/06/26	Pearson	GCSE	Russian	Russian Paper 1 (Listening)	35m / 45m
02/06/26	Pearson	GCSE	Russian	Russian Paper 3 (Reading)	50m / 1h 05m
02/06/26	Pearson	GCSE	Statistics	Statistics Paper 1	1h 30m
03/06/26	Pearson	GCSE	Mathematics	Mathematics Paper 2 (calculator)	1h 30m
03/06/26	AQA	GCSE	Geography	Geography Paper 2 - Challenges in the human environment	1h 30m
04/06/26	Pearson	GCSE	History	History Paper 2: Period study & British depth study	1h 50m
05/06/26	AQA	GCSE	English Language	English Language Paper 2 - Writers' viewpoints and perspectives	1h 45m
08/06/26	AQA	GCSE	Biology	Biology Paper 2	1h 45m
08/06/26	AQA	GCSE	Science: Trilogy - Biology	Science: Trilogy - Biology Paper 2	1h 15m
08/06/26	AQA	CERT	Further Mathematics	Further Mathematics Paper 1	1h 45m
09/06/26	Pearson	GCSE	Spanish	Spanish Paper 2 (Listening)	50m / 1h 05m
09/06/26	Pearson	GCSE	History	History Paper 3: Modern Depth Study	1h 30m
10/06/26	Pearson	GCSE	Mathematics	Mathematics Paper 3 (calculator)	1h 30m
10/06/26	Pearson	GCSE	Russian	Russian Paper 4 (Writing)	1h 20 / 1h 25m
11/06/26	AQA	GCSE	Geography	Geography Paper 3 - Geographical applications	1h 30m
12/06/26	AQA	GCSE	Chemistry	Chemistry Paper 2	1h 45m
12/06/26	AQA	GCSE	Science: Trilogy - Chemistry	Science: Trilogy - Chemistry Paper 2	1h 15m
12/06/26	WJEC	Vocational	Hospitality & Catering	Unit 1: The Hospitality & Catering Industry (paper)	1h 20m
12/06/26	Pearson	GCSE	Statistics	Statistics Paper 2	1h 30m
15/06/26	AQA	GCSE	Physics	Physics Paper 2	1h 45m
15/06/26	AQA	GCSE	Science: Trilogy - Physics	Science: Trilogy - Physics Paper 2	1h 15m
15/06/26	AQA	GCSE	Further Mathematics	Further Mathematics Paper 2	1h 45m
16/06/26	Pearson	GCSE	Spanish	Spanish Paper 3 (Reading)	45m / 1h 00m
17/06/26	Pearson	GCSE	Spanish	Spanish Paper 4 (Writing)	1h 15m / 1h 20m
24/06/26	All	All	Contingency Day		