

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 Holbeach, 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 Registration 8:40am-09:00am					
Period 1 09:00am-10:00am					
Break 10:00am-10:20am					
5-minute lesson change					
Period 2 10:25am-11:25am					
5-minute lesson change					
Period 3 11:30am-12:30pm					
Lunch 12:30pm-1:25pm					
5-minute lesson change					
Period 4 1:30pm-2:30pm					
5-minute lesson change					
Period 5 2:35pm-3:35pm					

INSTRUCTIONS FOR USING YOUR 100% SHEETS

Every school day you should be studying at least 2 sections of your 100% Sheets for homework, which should take you a minimum of 1 hour 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

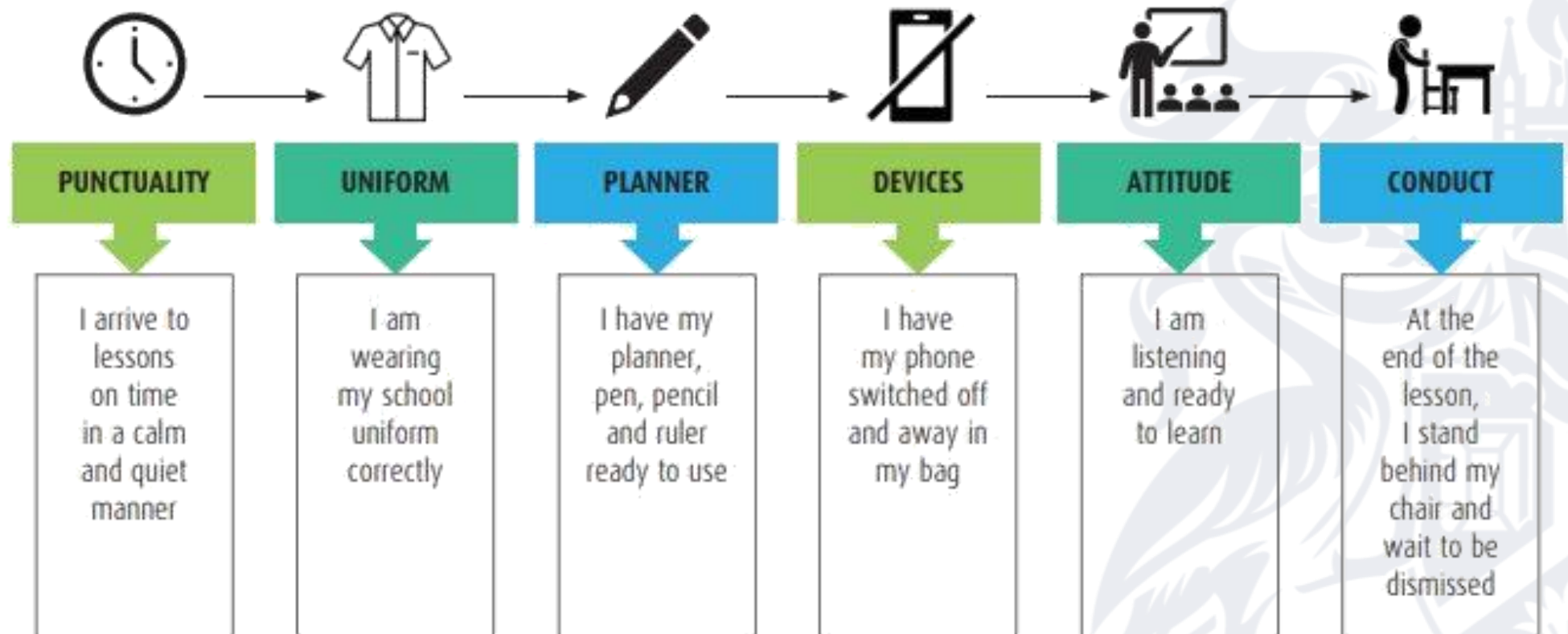
KEY ASSESSMENT POINTS

- **Key Assessment Point 1:**
Week Commencing 4th January 2027
- **Key Assessment Point 2:**
Week Commencing 21st June 2027

Parent-Teacher Consultation Evening

- Week Commencing 18th January 2027

READY TO LEARN – READY TO ACHIEVE



PRAISE FOR LEARNING – PRAISE FOR ACHIEVEMENT

PRAISE FOR LEARNING PRAISE FOR ACHIEVEMENT

UNIVERSITY ACADEMY
HOLBEACH
UNIVERSITY OF
LINCOLN
TEACHERS' TRUST



POSITIVE ATTITUDE

I am polite, helpful
and kind



PERSEVERANCE

I show resilience, keep trying
and don't give up



PROGRESS

I am developing my
knowledge and skills and
building on what I have learnt



PERFORMANCE

I have achieved
my targets



EFFORT

I complete the work to the best
of my ability, listen carefully
and contribute in lessons



EXCELLENCE

I go above and beyond, show
leadership, attend clubs and
complete extension work

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

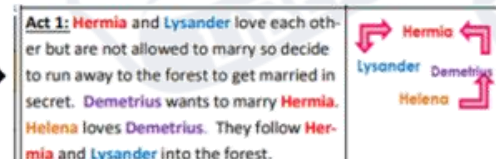


TIMES TABLES 1 TO 12

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><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr><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></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 – Autumn TERM 1 and 2 – Language Paper 1 Writing

Section A: Key Vocabulary	
Word Category	Examples
Colours	vibrant red, tranquil blue, sunny yellow, serene green, fiery orange, deep indigo, gleaming gold, icy silver, rich burgundy
Something old	antique, decrepit, weathered, dilapidated, crumbling, deteriorating, ancient
Something new	innovative, original, groundbreaking, pioneering, unprecedented, inventive
To build movement	swift, agile, fluid, erratic, graceful, deliberate, rhythmic, jerky, seamless, energetic
Nature / trees / leaves	vibrant, diverse, majestic, serene, resilient, captivating, towering, rustling, sheltering, branching
Water / river / lakes	flowing, rushing, cascading, babbling, surging, tranquil, reflective, serene, shimmering, nourishing
Cities / buildings	dynamic, vibrant, cosmopolitan, bustling, diverse, sprawling, pulsating, towering, illuminated, crowded
Sunshine	dazzling, radiant, uplifting, golden, comforting
Rain	pattering, cleansing, soothing, oppressive, torrential, relentless
Shadow	obscuring, eerie, haunting, elongated, mysterious, shifting, enigmatic
Sky	celestial, vast, expansive, azure, ethereal, boundless, endless, captivating, ever-changing, breathtaking
Devices	Examples
Extended metaphor	A comparison continued through a whole paragraph, poem, or text
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.

Section B: Key Knowledge	
Crafting Structure	
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:	
Paragraph 1 DROP	<i>Let your reader picture the scene- establish your setting using the five senses</i> <i>Describe the weather and light.</i> <i>Begin with the light than describe what the light is showing.</i> <i>Be interesting/ exciting- don't make it obvious straight away</i>
Paragraph 2 SHIFT	<i>Shift in focus/perspective- shift to a different object that is important to your whole message.</i> <i>Or flash forward or flashback of shift somewhere else- place/time/person/experience</i>
Paragraph 3 ZOOM	<i>Zoom: narrow the focus to something specific – build the detail</i> <i>Describe one aspect of the image you're creating</i>
Paragraph 4 LINK	<i>Cyclical structure</i> <i>End: create an echo, include a reflection, mark a change/contrast</i> <i>Come back: how have things changed? Description (including references to weather)</i>

 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.
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Section C: Research, External Links & Extended Knowledge	
Accuracy and sentence structures: Clearly control your sentences. All sentences need a subject, verb and complete idea. Don't use commas to join sentences together!	
Sentence Types	Examples
Prepositional Phrase	Beneath his cloak, the rogue was hiding a dagger.
Past participle phrase	Wounded by betrayal , the knight renounced his oath and vanished into the forest.
Present participle phrase	Clutching the ancient scroll , the scholar whispered the forbidden words under his breath.
Temporal phrase	After the fall of the empire , the exiled princess wandered the desert.
Conjunction (subordinator)	Although he was blind , the old seer saw truths that others missed.
Adverb pair	Silently and swiftly , he moved through the enemy camp, leaving no trace of his presence.
Appositive adjective pair	Marcus, calm and calculating , watched the battlefield unfold like a game of chess.
Some...others...	Some called him a prophet; others , a madman who spoke to the stars.
Relative Clause	The thief, who could scale walls like a spider , had never been caught—until now
Anaphora	She had lost her family. She had lost her home. She had lost everything—except her will to fight.
Verb triple	He ran, stumbled, and fell , but never stopped moving toward the light
If...if...if...then...	If she was brave, if she was clever, if she was lucky - then maybe she could survive the night.

YEAR 10 English – AUTUMN TERM 1 – An Inspector Calls

Section A: Key Vocabulary	
Vocabulary Tier 3	Definition
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one
Example: An Inspector Calls teaches us the allegorical message of social responsibility.	
Microcosm	A smaller version of a real society
Example: The Birling family are a microcosm for many of the selfish bourgeoisie	
Dramatic Irony	A technique where the audience have more knowledge than the characters in a text.
Example: When Mr Birling says the Titanic is 'unsinkable' before it sets sail, we understand that this is ironic and untrue	
Didactic	A text intended to teach a moral lesson
Example: An Inspector Calls teaches us the didactic message of social responsibility.	
Foreshadowing	An advance sign or warning of what is to come in the future
Example: An Inspector Calls foreshadows that Eric will be revealed as the father in Act 3.	
Vocabulary Tier 2	Definition
Capitalism	An economic and political system in which a country's trade and industry are controlled by private owners for profit
Example: Mr Birling represents capitalist business owners who care more about profits than people.	
Socialism	A society where the means of production are owned and regulated by the community as a whole
Example: The Inspector brings the socialist ideology into the household, explaining we should look out for one another to user in a fairer society.	
Patriarchy	A society where men hold power
Example: Mr Birling shows his patriarchal control over Sheila.	
Bourgeoisie	The middle classes-especially those with materialistic values.
Example: The Birling family are part of the bourgeoisie.	

Section B: Key Knowledge	
1)	Social Responsibility - An Inspector Calls was first performed in the UK just after the end of World War Two, in 1946. It was a time of great change in Britain and many writers were concerned with the welfare of the poor. Priestley wanted to address this issue. He also felt that if people were more considerate of one another, it would improve quality of life for all. Priestley wanted his audience to be responsible for their own behaviour and responsible for the welfare of others.
2)	Age - Priestley uses age to show how he believed that there was hope in the younger generation's ability to learn and change. The older characters' opinions and behaviours are stubbornly fixed. Mr Birling refuses to learn and Mrs Birling cannot see the obvious about herself and her children. Eric and Sheila however are younger -they accept their mistakes and offer the chance for a brighter future.
3)	Gender - Gender perceptions had changed after World War Two. Women had had to fill in for men and society began to realise they were just as capable. As a result of this, many women enjoyed a newfound freedom that working and earning money allowed them. Not all men saw this change in attitude as a good thing and stayed stuck in the past. Priestley explores the impact of these new gender roles through the independence of Eva Smith and the sexist attitudes of Mr Birling.
4)	Class - The war helped bring the two classes closer together and rationing meant that people of all classes were eating and even dressing the same. Priestley wanted to highlight that inequality between the classes still existed and that the upper-classes (bourgeoisie) looked down upon the working-class (proletariat) in post-war Britain.

Section C: Research, External Links & Extended Knowledge	
Key Connections: Linking characters to the above themes	
1)	The Inspector is Priestley's mouthpiece in the play. He advocates for a socialist and moral society. 'We do not live alone. We are all members of one body' 'They will learn it in fire and blood and anguish.' -biblical allusions foreshadows the wars to follow which will rip apart archaic hierarchal structures which had controlled the Victorian and Edwardian eras.
2)	Whilst initially naïve and spoilt, Sheila represents the capacity that the younger generation have to create change in society. Despite being overlooked in the play, Sheila is often a mouthpiece of reason and eventually socialism. 'He's giving us the rope so we'll hang ourselves'
3)	Eva Smith is a microcosm for the working classes. Her treatment by the Birling family represents the harsh treatment and prejudice that exists within our own society. 'Girls of that class' - Mrs Birling's prejudice toward the proletariat blinds her to the actions of her own children. She believes all working-class women lack a moral compass – which again is ironic.
4)	Mr Birling symbolises the greed and materialism of the wealthy middle classes. As a business owner, he also represents the consequences of Capitalism. 'unsinkable, absolutely unsinkable' 'I speak as a hard-headed man of business' 'Look inspector I'd give thousands,' - Dramatic irony presents Birling as unintelligent and a figure Priestley criticises. His arrogance is clear. He also refuses to learn a lesson by the end
    BBC Bitesize PMT Mr Bruff Full text PDF	

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.
Bearing	A bearing is a direction measured clockwise from North, expressed as a three-digit 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

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

$$3^5 \div 3^2 = 3^3 = 3 \times 3 = 9$$

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

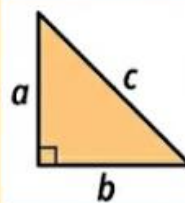
Write Small Numbers

Example

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

negative n

3. PYTHAGORAS' THEOREM



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

Find c when

$$a = 3, b = 4$$

$$9 + 16 = 25$$

$$c = 5$$

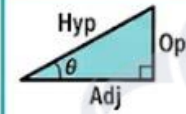
Find a when

$$c = 13, b = 12$$

$$169 - 144 = 25$$

$$a = 5$$

4. TRIGONOMETRY (SOH CAH TOA)

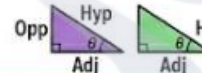


SOH CAH TOA

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

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

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



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

$$144 = 25$$

$$a = 5$$

Section C: Research, External Links & Extended Knowledge

Laws of indices



Standard form



Pythagoras' theorem



Trigonometry



YEAR 10 MATHS (Higher) – AUTUMN TERM 1 – Number and Algebra

Section A: Key Vocabulary

Vocabulary	Definition
Power	A power is a way of expressing repeated multiplication of the same number.
Index notation	Writing values using powers in the form of a^n
Rational	A number that can be expressed as a fraction. Written as a decimal, it either terminates or recurs.
Recurring	A decimal number that has a digit(s) that repeats infinitely after the decimal point.
Terminating	A decimal number that has a finite number of digits after the decimal point; the digits stop or "terminate".
Rounding	The process of reducing the digits in a number while keeping its value close to what it was.
Approximates	An estimated answer, by rounding the values using to 1 S.F.
Parabola	The distinctive U-shaped (or inverted U-shaped) curve formed by graphing a quadratic function
Roots	For a quadratic graph, the roots are the x-values where the curve crosses the x-axis
Quadratic	An equation in the format of ax^2+bx+c
Minimum Point	The lowest point on a U-shaped parabola ($a > 0$), representing the absolute minimum value of the quadratic function.

Section B: Key Knowledge

1. STANDARD FORM

$A \times 10^n$, where $1 \leq A < 10$ and n is an integer

Large Numbers

$$6,500,000 \rightarrow 6.5 \times 10^6$$

n moves to the left, positive n

Small Numbers

$$0.000042 \rightarrow 4.2 \times 10^{-5}$$

n moves to the right, negative n

Exull, e.g. $(2 \times 10^3) \times (3 \times 10^4) = 6 \times 10^7$

2. SURDS

Surds are irrational numbers that use the root symbol, like $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$

Simplification

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{20} = \sqrt{4 \times 5} = 2\sqrt{5}$$

Arithmetic

$$3\sqrt{2} + 5\sqrt{2} = 8\sqrt{2}$$

Non-like surds

$$\sqrt{3} \times \sqrt{5} = \sqrt{15}$$

Multiplication

$$\sqrt{3} \times \sqrt{5} = \sqrt{15}$$

Rationalising the Denominator

$$\frac{1}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}} = \frac{\sqrt{2}}{2}$$

3. FRACTIONS TO DECIMALS

Terminal

The sequence of decimal places ends.

$$\frac{3}{10} = 0.3, \frac{7}{25} = \frac{28}{100} = 0.28$$

$$\frac{1}{8} \rightarrow 1 \div 8 = 0.125$$

Recurring

One or more digits repeat infinitely. Use dot notation.

$$\frac{1}{3} = 0.\dot{3}, \frac{2}{11} = 0.\dot{1}\dot{8}, \frac{1}{7} = 0.\dot{1}4285\dot{7}$$

$$\frac{1}{8} \div 10.142857$$

Convert 0.4 to a fraction:
let $x = 0.444\dots$
 $10x = 4.444\dots$
 $9x = 4, \quad x = \frac{4}{9}$

4. QUADRATIC EQUATIONS

$$ax^2 + bx + c = 0$$

Completing the Square

Factorising

Find two numbers that multiply to c and add to b (when $a = 1$).

$$x^2 + 5x + 6 = 0 \rightarrow (x+2)(x+3) = 0 \rightarrow x = -2, x = -3$$

For $a \neq 1$;

$$2x^2 + 7x + 3 = 0 \rightarrow (2x+1)(x+3) = 0 \rightarrow x = -\frac{1}{2}, x = -3$$

Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Discriminant

$$D = b^2 - 4ac \begin{cases} 2 \text{ real roots} \\ 1 \text{ real root} \\ \text{no real roots} \end{cases}$$

Section C: Research, External Links & Extended Knowledge

Standard form



Surds



Fractions to Decimals



Quadratics

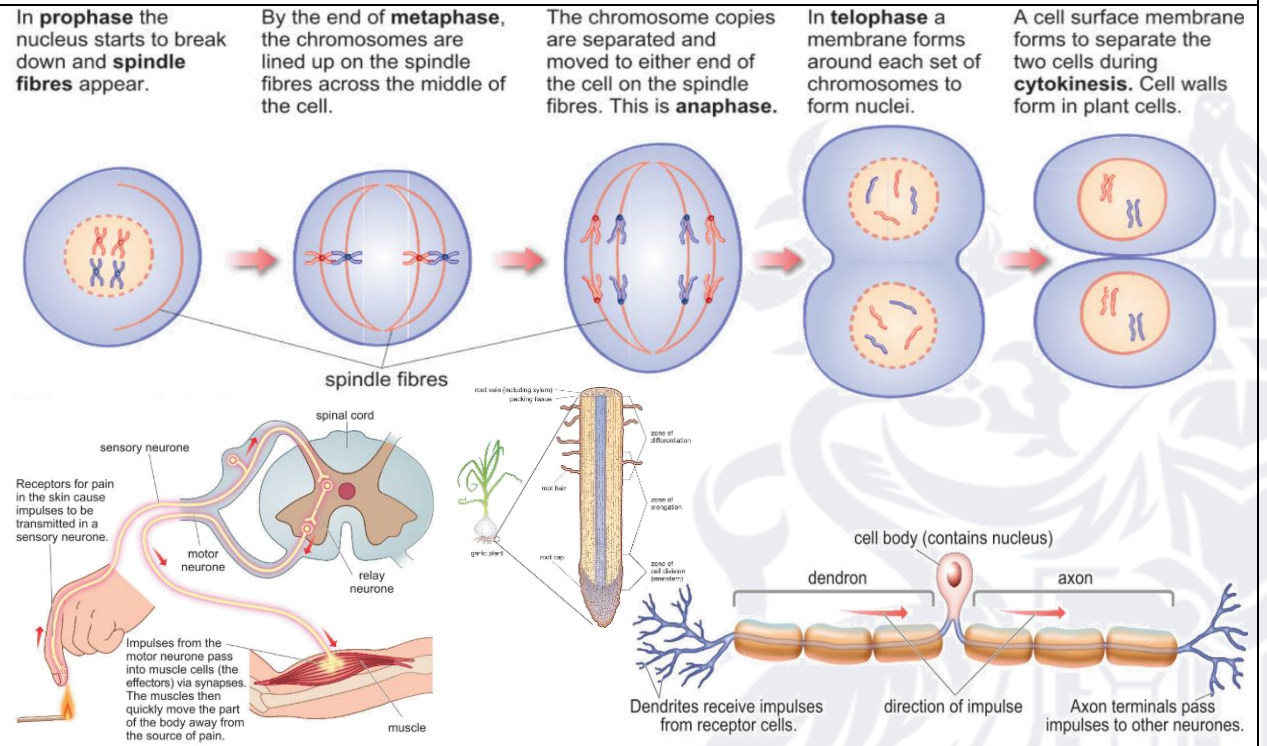


YEAR 10 COMBINED SCIENCE – AUTUMN TERM 1 – CB2 Cells and control

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
Embryonic Stem Cell	Stem cell from an early embryo that can produce specialised cells of many different types

Section B: Key Knowledge



Section C: Research, External Links & Extended Knowledge



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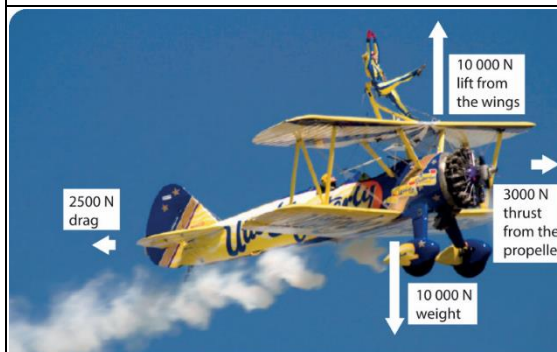


YEAR 10 COMBINED SCIENCE – AUTUMN TERM 1 – CP2 Motion & forces

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 force and displacement.

Section B: Key Knowledge



Calculating forces

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

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

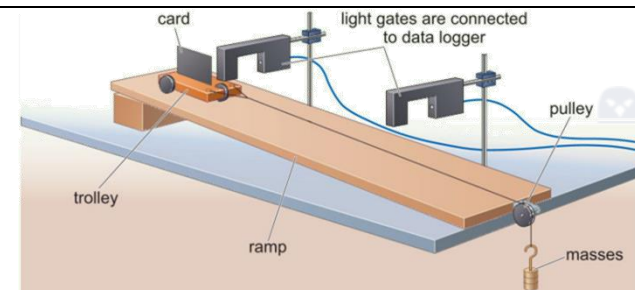
This is often written as $F = m \times a$

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?

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



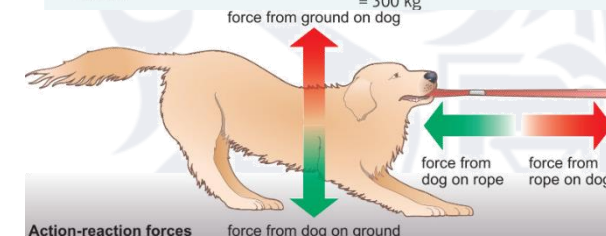
Worked examples

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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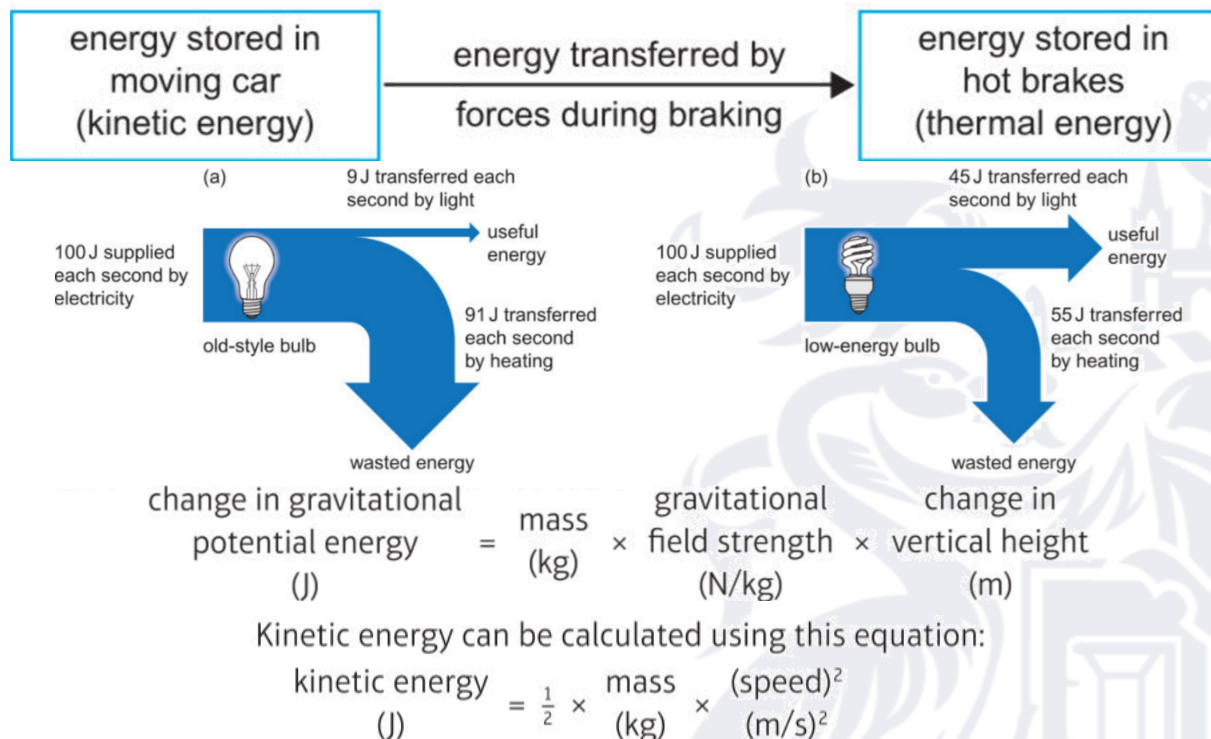


YEAR 10 COMBINED SCIENCE – AUTUMN TERM 1 – CP3 Conservation of energy

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 waves.
Renewable	An energy resource that can be readily replenished in our lifetime

Section B: Key Knowledge



Section C: Research, External Links & Extended Knowledge



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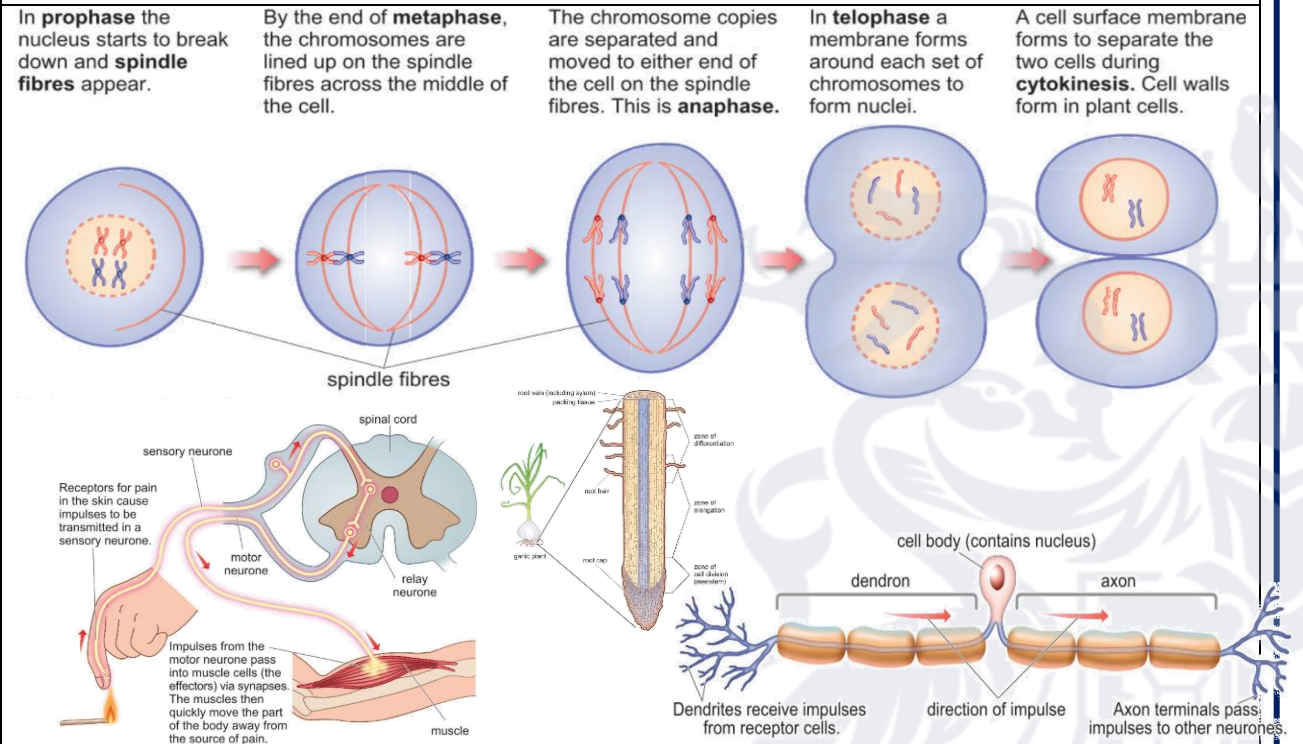


YEAR 10 BIOLOGY – AUTUMN TERM 1 – SB2 Cells and control

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
Embryonic Stem Cell	Stem cell from an early embryo that can produce specialised cells of many different types

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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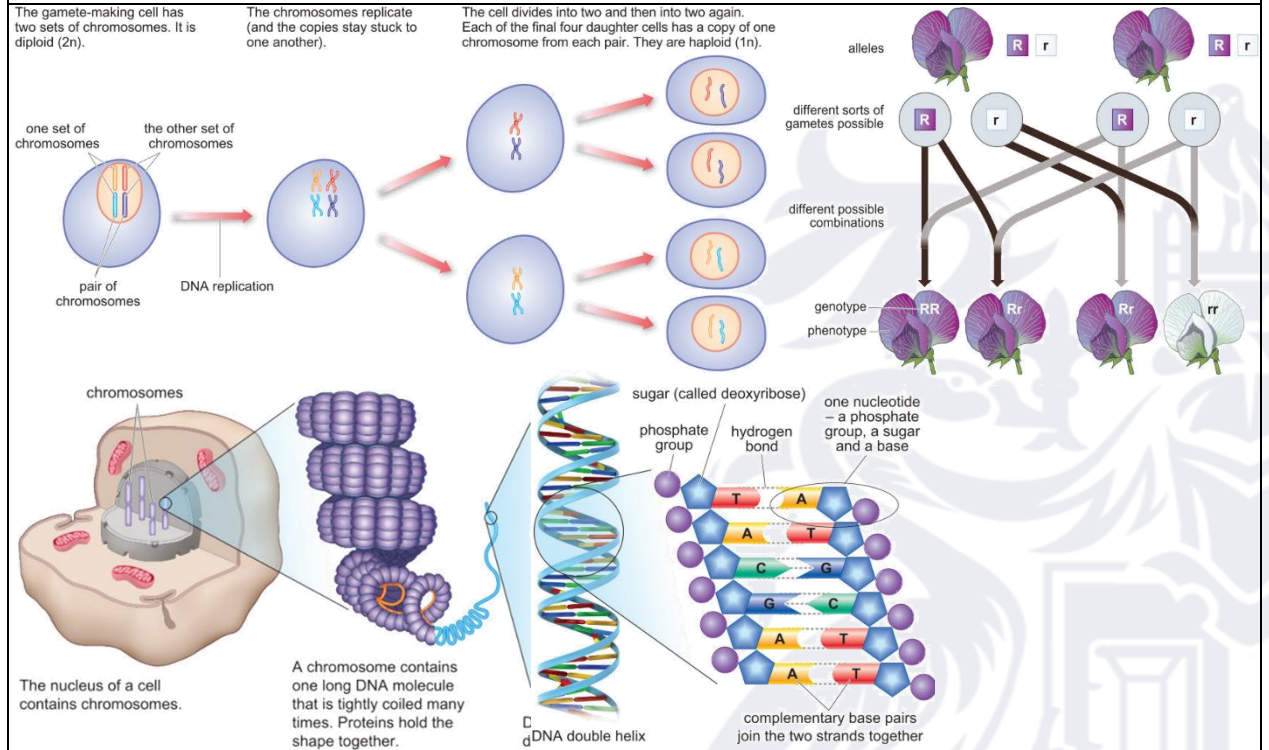


YEAR 10 BIOLOGY – AUTUMN TERM 1 – SB3 Cells and control

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.
Genotype	The alleles for a certain characteristic that are found in an organism.

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



Bitesize- Renaissance



YouTube



Rapid Revision- Medicine

YEAR 10 HISTORY – AUTUMN TERM 1 – Exam Skills

Section A: Key Vocabulary

Vocabulary	Definition
Cause	A reason that something happens
Consequence	Something GOOD OR BAD that happens as a result of an event
Similarity	The way things are the same. Things 2 events have in common
Difference	The way that 2 things are different
Change	How things develop over time
Continuity	How things stay the same over time
Explain	Give reasons
Describe	Say what something is like
Compare	Show the way 2 things are the same or different
Factor	Eg Government, Religion- something that brings about change
Enquiry	Trying to find out about something- an investigation
Judgement	A conclusion. Saying what you think
Source	Evidence made at the time
Interpretation	The opinion of a historian
Content	What a source tells you
Provenance	Where the source comes from - who made it, when etc.
WFTQ	Use Words From The Question

Section B: Key Knowledge

How to answer an “Explain why...” question (12 marks)

- Include THREE points
- Use PEE paragraphs
- Include specific detail

Sentence Starters

One reason for was

For example

This was important because

How to answer a “how far do you agree?” question (16 marks + 4 SPAG)

- Include a for and against argument
- Use PEE paragraphs
- Include specific detail
- Remember your argument words
- Include a judgement at the end.
- For high levels, include ANALYSIS - have a clear argument throughout your answer

Sentence starters

One reason to agree-disagree with is

For example

This shows that (WFTQ) because

Over all there is more evidence to agree-disagree

Detail:

S- Statistics

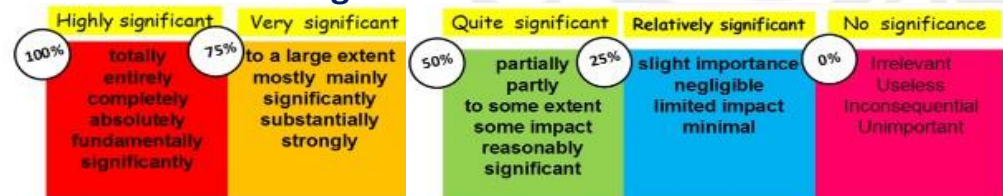
P- Places

E- Events

N- Names

D- Dates

Argument words



Section C: Research, External Links and Extended Knowledge



YouTube Exam skills

Exam Questions to answer:

1. Explain why there was little progress in medicine from 1200 -1700 (12)
2. Explain why there was development in medical knowledge from 1200 - 1700 (12)
3. Describe one difference between reactions to the Black Death in 1348, and reactions to the Great Plague in 1665 (4)
4. “Individuals were the most important reason for developments in medicine 1200-1700” how far do you agree? (16)

YEAR 10 ECOSYSTEMS – TERM 1

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.
Active Layer	Thaws in the summer. Becomes deeper towards pole.
Permafrost	Permanently frozen all year. Layer increases further north.

Section B: Key Knowledge

Effects of Human Activity on the Rainforest		Land & Sea Features	
Logging	Agriculture	Arctic	Antarctic
- 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 saltation and soil erosion increasing due to the large areas of exposed land - Increase in palm oil is making the soil infertile.	Large areas are permafrost. At sea, most of the region is frozen over.	Large and thick ice sheets. A mountain range crosses the continent.
Mineral Extraction	Tourism	Flora (Plants)	Fauna (Animals)
- 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 (apes) by exposing them to human diseases.	There are very few plants in polar areas – some lichens, mosses and grasses along the coastal areas.	Relatively few species of animals. Polar Bears, Penguins and marine mammals like whales, seals and walrus are examples.
Effects of Human Activity in Polar Regions			
Adaptations to the rainforest		Oil & Gas exploration	Whaling
Sloths	Are camouflaged to forest environment.	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
Buttress Roots	Support tall trees & absorb nutrients.	Fishing	Tourism
Drip Tips	Allows heavy rain to run off leaves easily	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.	The tourism industry is steadily growing within polar regions. Travel by tourist increase emissions further. Wildlife may become disturbed by tourists getting up close.
Lianas & Vines	Climbs trees to reach sunlight at canopy.		

Section C: Research, External Links and Extended Knowledge



[Samasati Nature Reserve](#)



[Sustainable Whaling](#)



[Antarctic Treaty](#)

YEAR 10 Personal Development – AUTUMN TERM 1 – Mental Health

Section A: Key Vocabulary

Vocabulary	Definition
Mental health	How you think, feel, and cope with life
Emotional health	How well you understand and manage your feelings
Stress	Feeling pressure or worry from challenges or difficult situations.
Maladaptive coping mechanisms	Unhelpful ways of managing mental health that can actually harm you
Mindfulness	Paying calm attention to the present moment
Depression	A mental health condition with lasting sadness and low interest.
Anxiety	A mental health condition causing excessive fear and nervousness.
Worrying	Thinking repeatedly about problems or possible negative outcomes.
Anorexia	Eating disorder involving, very restrictive eating
Bulimia	Eating disorder with overeating followed by unhealthy attempts to undo it

Section B: Key Knowledge

What is mental health?

Mental health is about how you think, feel, and behave in everyday life.

It's just as important as your physical health. Everyone has mental health, and it can go up and down—just like your fitness or energy levels.

It effects:

School and learning – concentration, motivation, performance,
friendships and relationships – communication, trust,
confidence and self-esteem – how you see yourself,
decision-making – choices about your future and lifestyle



DO!

Talk to people, eat regularly and healthily, exercise and spend time outdoors, get enough sleep, take a break from screens, and spend time on the things you enjoy with the people you like!



DON'T!

Bottle up your feelings, compare yourselves to others, spend too much time on social media, engage in negative self-talk, adopt unhealthy coping mechanisms, and ignore the problem

Section C: Research, External Links & Extended Knowledge

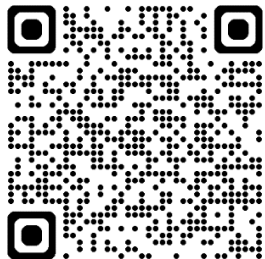


Some places to get extra information and support

YEAR 10 HOMEWORK – TASK WEEK-BY-WEEK

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 2 on Educake	
English	Section A: Learn the definitions and examples for the five Tier 3 vocabulary terms and test yourself by writing each word correctly from memory and using it in a sentence about An Inspector Calls.		Option 1	<u>History-</u> 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. <u>Geography-</u> Using Section A copy out and write definitions for 7 Key Words from Section A. You could use 'look/cover/write/check' to help.	
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.	
Personal Development	Using Section B make notes on what is meant by mental health.		Science (Combined)	Copy out the key vocabulary in Section A on the CB2100% sheet	
English	2) Section A: Revise the four Tier 2 vocabulary terms (Capitalism, Socialism, Patriarchy and Bourgeoisie) and create a revision grid explaining each term and linking it to one character from the play.		Maths	Using Section A Re-write and remember the key words and definitions for the Number topics	

Week beginning 14.09.2026

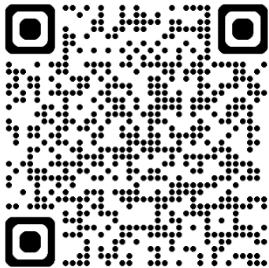
Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 2 on Educake	
English	1) Section A: Choose six vocabulary words from Section A and produce flashcards with the term on one side and the definition, example and a quotation from the play on the other.		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 A copy out and write definitions for 7 Key Words from Section A. You could use 'look/cover/write/check' to help.	
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 are 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	2) Section B: Create a mind map explaining Priestley's message about Social Responsibility, including at least four key facts from the 100% sheet and three quotations that support the theme.		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	Section B: Revise the themes of age, gender and class by creating a revision poster showing how Priestley presents each theme through different characters and events.		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- Create a detailed mind map using the first QR Code from Section C of the 100% Sheet. Include: · Three successes of the Costa Rica sustainable Forest Programme · Information about the Emission Reduction Programme · How the “Benefits Sharing Plan” works	
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.	
Personal Development	Learn key vocabulary in section A on the 100% sheet		Science	Copy out the key vocabulary in Section A on the CP2 100% sheet	
English	Write one developed WHAT-HOW-WHY paragraph explaining how Priestley presents class in An Inspector Calls, using at least one quotation and information from Section B.		Maths	Write down 5 Maths errors/misconceptions which could 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	Section B: Create a comparison table showing the differences between the older and younger generations in the play, using evidence from the 100% sheet and at least four quotations..		Option 1	History- 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- Using Section B of the 100% Sheet, write a 6–8 sentence explanation of “the effects of human activity on Polar Regions”: Success criteria: ✓ Logical steps ✓ Key terminology (e.g. evaporation, respiration, trophic levels) ✓ Cause-and-effect language	
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.	

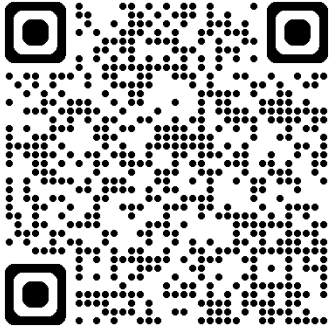
Unifrog	Use the Unifrog careers library to find out about a career as a Recycling Officer. What do the day-to day duties of a Recycling Officer include? What skills are required for a Recycling Officer? How many jobs are there in the local area of Lincolnshire? What is the average salary for refuse workers in the East Midlands? 		Science	Using the information in section B on the CP2 100% Sheet to create revision notes for current topic	
English	Section C: Learn the key information about <i>The Inspector</i> and explain in one paragraph why Priestley uses him as a mouthpiece for his ideas, including two quotations.		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	Section C: Create character revision notes for Sheila, explaining how she changes throughout the play and how she links to Priestley's message about social responsibility.		Option 1	<u>History-</u> Explain the similarities between ideas about the cause of disease in the Medieval and Renaissance periods. CHALLENGE: Attempt question 1 from the challenge section. <u>Geography-</u> Using Section C of the 100% Sheet, summarise one topic in no more than 50 words: Options: · Sustainable Whaling · Antarctic Treaty · Must include at least 5 key terms · Must be written in full sentences · No bullet points Challenge: Rewrite your summary in exactly 25 words.	
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.	
Personal Development	Using Section B make a bullet point list on the ways to manage your mental health more positively.		Science	Copy out the key vocabulary in Section A on the CP3 100% sheet.	
English	Section C: Produce a quotation revision sheet for Mr Birling, selecting at least five quotations and explaining what each one reveals about his character and Priestley's intentions.		Maths	Using Section B create a mindmap for Pythagoras' Theorem (Foundation) or Quadratics (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	Section C: Use the BBC Bitesize QR code to revise <i>An Inspector Calls</i> and write down 10 new facts or revision points that are not already included in the 100% sheet.		Option 1	<u>History-</u> 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? <u>Geography-</u> Using all sections from the 100% Sheet, answer the following: a) Describe what is meant by the shrub layer. (2 marks) b) Explain two ways human activity is damaging the rainforest. (4 marks) c) Explain the lack of biodiversity in polar regions. (4 marks) Challenge: Use specific terminology from the 100% Sheet.	
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	<i>Section C: Watch a Mr Bruff revision video using the QR code and produce a one-page summary of his key advice.</i>		Maths	<i>Write down 5 Maths errors/misconceptions which could occur applying trigonometry (foundation) or quadratic formula (higher)</i>	

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	Section C: Use the Full Text PDF QR code to reread one act of the play and identify five quotations linked to either class, responsibility or gender, explaining each in one sentence.		Option 1	<u>History-</u> Exam question Using 100-150 words explain why there was development in medical knowledge from 1200- 1700 (12 Marks). <u>Geography-</u> Task: Using the entire 100% Sheet, and explicitly referring to it, revise for the end-of-unit assessment. Specifically, complete the following in your homework book: Part A: Short Questions 1. Using Section A of the 100% Sheet, define an ecosystem (2 marks) 2. Using Section B of the 100% Sheet, describe a food chain (2 marks) Part B: Application 1. Using Section B of the 100% Sheet, explain the effect of global warming on Polar Regions (4 marks) Part C: Extended Response (Exam-style) 2. Using Sections A and B of the 100% Sheet, "Explain the benefits of Tropical Rainforests in the provision of goods and services to both local and global populations" (6 marks)	

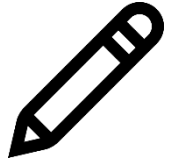
Option 2	Please refer to 100% Sheet given out by your subject teacher.		Option 3	Please refer to 100% Sheet given out by your subject teacher.	
Personal Development	Using Section C write down what resources exist and how can they be used to support young people, section C of the 100% sheet has some suggestions		Science	Create revision resource ahead of term 1 checkpoint on all of CB2,CP2 and CP3.	
English	Sections A, B & C: Test yourself on the entire 100% sheet by covering each section, writing down everything you can remember from memory, then checking your answers and correcting any gaps in a different colour.		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

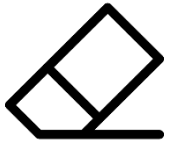
You will need to bring the following pieces of equipment with you for learning each day:



Pen



Pencil



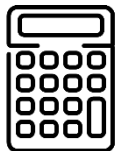
Rubber



Ruler



Highlighter



Scientific Calculator

