

The Scholar's Guide

The **OSA Way**

Year 11 Cycle One

Name:

Tutor Group:



Every **child** of every **background** in every **classroom** in every **subject** at **Oxford Spires** deserves a **world class education**.

Prerequisite for learning

Every lesson we ensure we are ready by:

1. Positively greeting your teacher at the door
2. Putting our **Scholars Guide** on our desk
3. Taking out our **equipment** (pen, purple pen, pencil, ruler, reading ruler & calculator)
4. Taking out our **mini whiteboard** set

Ready

Engaged

Responsible

*Be the best
you can be!*



MY TIMETABLE

My login details....

.....@oxfordspires.anthemtrust.uk

password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor					
1					
2					
3					
4					
5					



8:00am

Breakfast Club
starts from
8:00am
Willows Gate

Main Gate
opens **8:10am**



8:28am

**Main Gate closes
at 8:28am**
After this time
students must
enter via the Late
Gate through
Student Services



8:30am

**Personal
Development
Lesson starts**

30mins
every day



Late consequences

10 minutes break time
detention same day in **PA8**

8:40-8:59

10/20 minutes break time
detention same day in Theatre

After 9:00am

Phone call home and a 30
minute afterschool detention

My Cycle 1 Assessment Schedule

Subject	Date/Period	Subject	Date/ Period
English			
Maths			
Science			
Personal Development			

AI ACCEPTABLE USE AGREEMENT

*This agreement outlines how I as a student at Oxford Spires Academy, will use artificial intelligence (AI) responsibly.
AI has many benefits for our learning, but it is important to use it correctly.*

1. My promises on using AI

Purposeful use: I will use AI tools to help with my learning, following the school's rules and my teachers' guidance on when and how to use AI for my assignments.

Honesty: I will be honest about using AI for my work and will not submit work made entirely by AI as my own.

Reviewing AI work: When I use AI, I will check its work for any mistakes.

2. How AI can help me learn

Boosting creativity: I will use AI to help come up with new ideas and be creative in different subjects.

Helping with teamwork: AI can help me work on group projects by offering ideas, research support, and helping us connect different pieces of information.

Personal tutoring: AI can act as a personal tutor, available anytime to help with homework, explain difficult concepts, and support my learning.

3. What I shouldn't do with AI

No bullying: I understand that using AI to bully or harass others is not allowed, including creating deepfakes or other harmful content.

Avoiding overdependence: I know it's important to think for myself and not rely too much on AI for my learning.

No plagiarism: I will not plagiarise by using AI-generated work as my own. I'll always say when I've used AI to help with my work. I have read and understand the requirements of the JCQ in relation to any assessed work for formal qualifications

4. Agreeing to this policy

By signing this agreement, I confirm that I understand and agree to use AI properly and responsibly at school and when completing schoolwork.

Signed by student



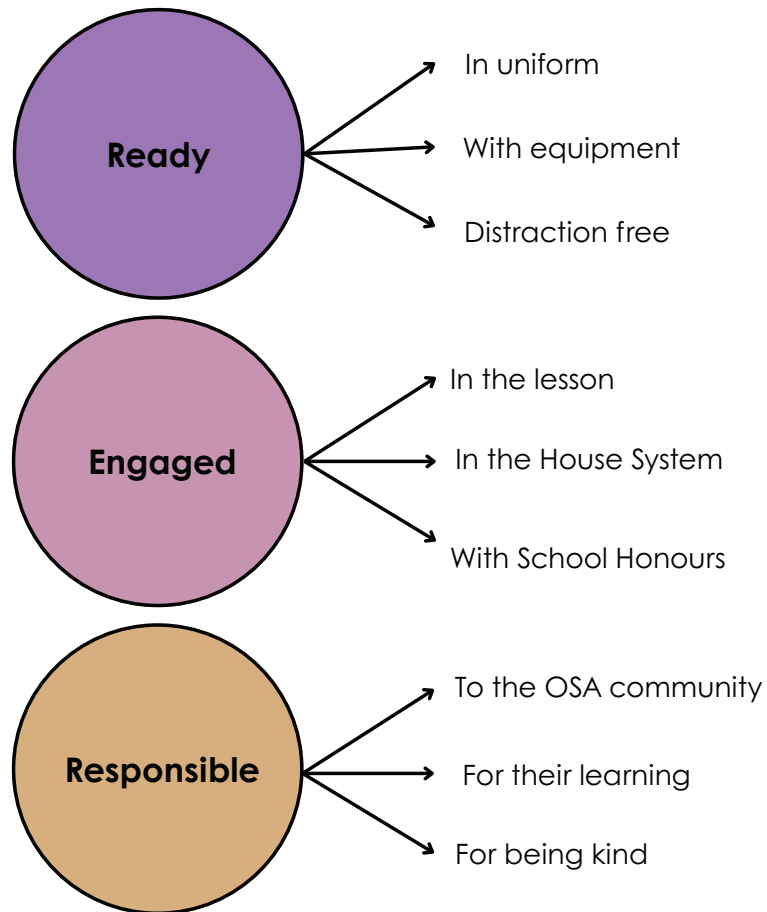
OUR COMMUNITY

OSA is a community. This is how we show up for and support each other!



THE OSA WAY

OSA students are committed to being...



Be the best you can be!

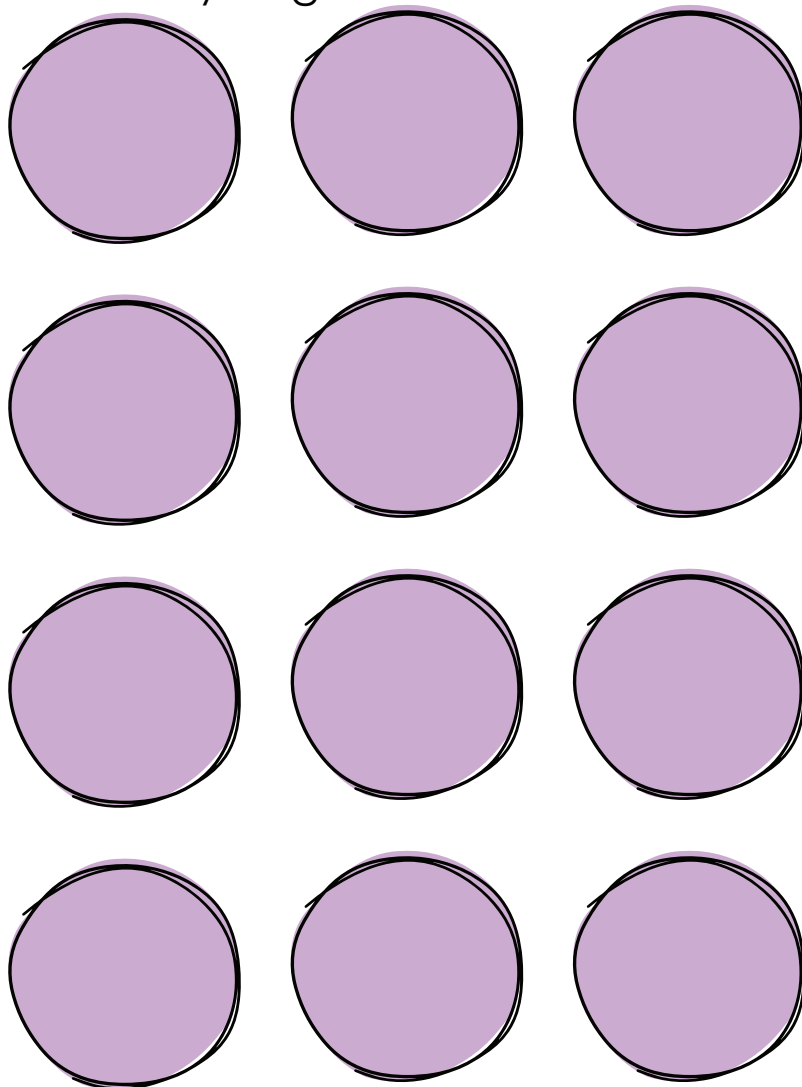
SUPPORTS

At OSA we are here to support you. Below is a list of ways we can help you develop.

- Class Light - signals how you are expected to work.
- Dual Coding - signals classroom expectations
- Mini Whiteboards
- Clear lesson structure - I Do, You Do, We Do
- Breakfast club
- Sixth Form mentors
- Reading peer mentors
- EAL
- THIS GUIDE!
- Your Tutor
- The Safeguarding Team
- Therapy
- Counselling
- Truancy Intervention
- EDI Intervention
- Restoratives
- PDI Intervention
- Pastoral support with your year team
- Attendance contracts
- Behaviour contracts
- and more!

CYCLE 1

Collect an attendance sticker every week you get 100% attendance



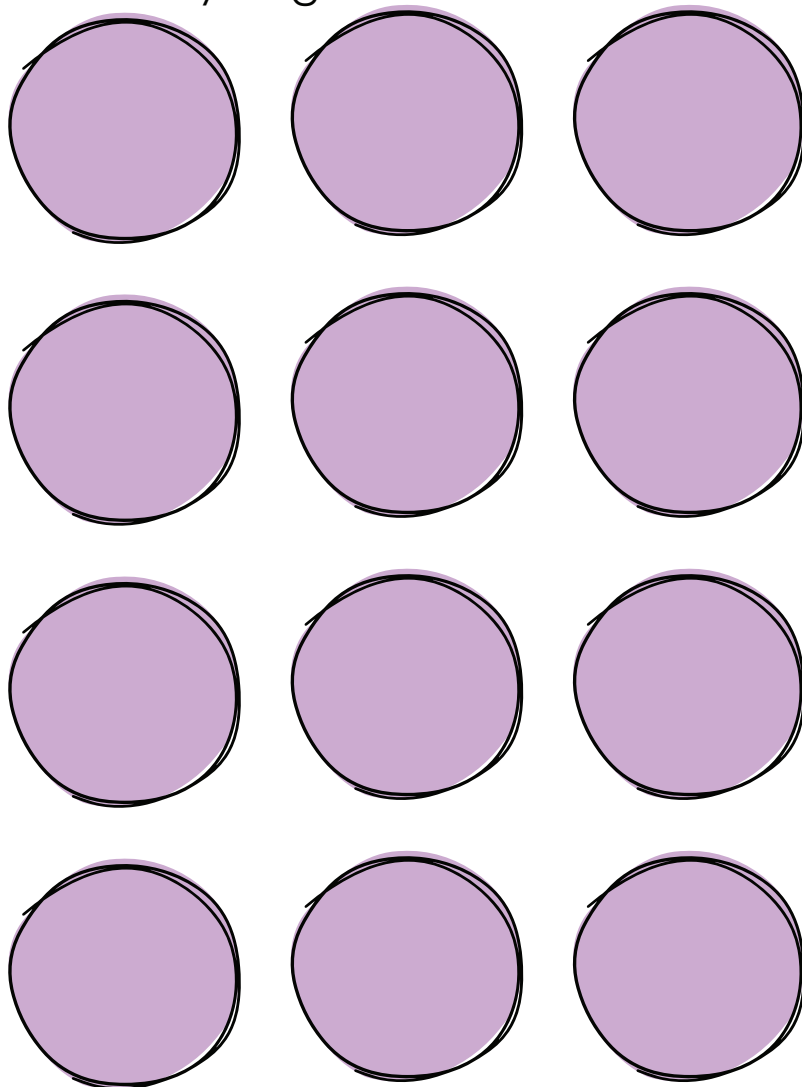
Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

CYCLE 2

Collect an attendance sticker every week you get 100% attendance



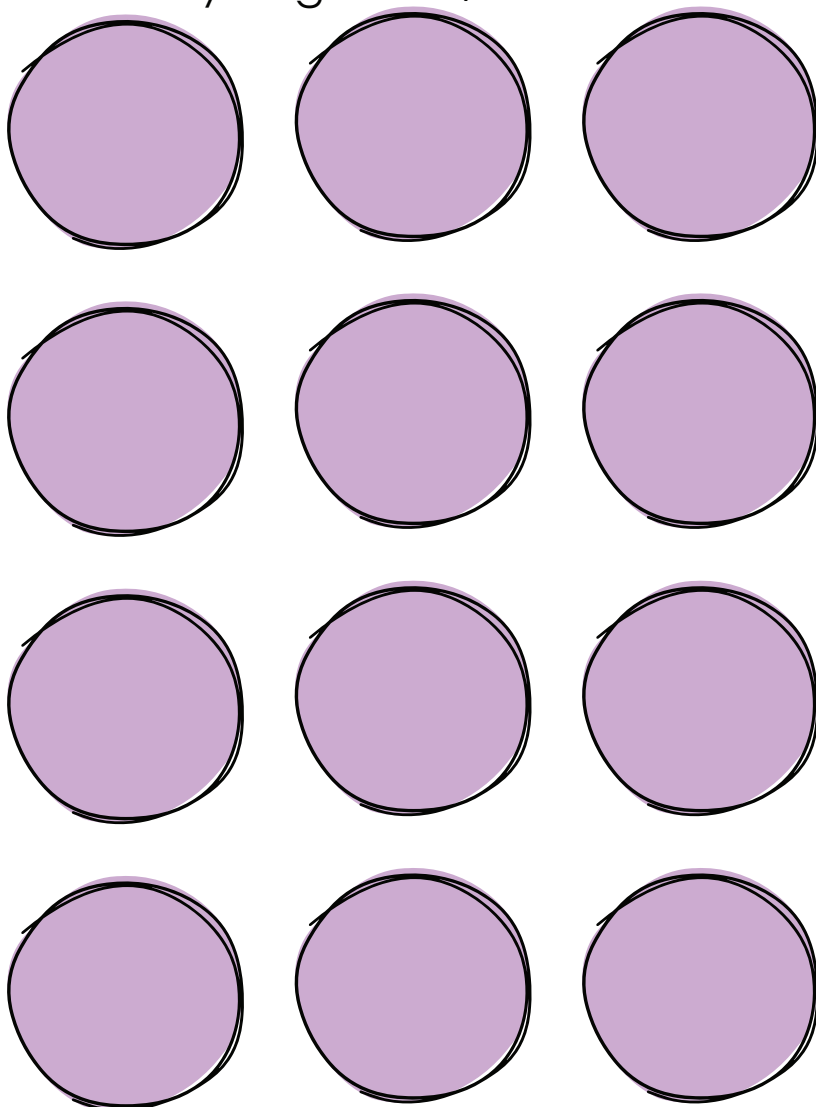
Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

CYCLE 3

Collect an attendance sticker every week you get 100% attendance



Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits		1st September	2nd September	3rd September	4th September
			INSET DAY	INSET DAY	Y7 Induction	Y8-11 Return
1	The OSA Way: Ready, Engaged, Responsible	7th September	8th September	9th September	10th September	11th September
		Student Council Meeting Sixth lessons start				
2	Safeguarding	14th September	15th September	16th September	17th September	18th September
		Student Council Meeting Y8 Trip to Loch Eil (Scotland)			OSA Open Evening – early finish 12:30pm	Late start 9:30am tutor time
3	School Health Nurse	21st September	22nd September	23rd September	24th September	25th September
		Student Council Meeting	KS4 Drama Trip: Blood Brothers			European Day of Languages
4	OSA Honours and Enrichment	28th September	29th September	30th September	1st October	2nd October
		Student Council Meeting			Meet the tutor evening - all year groups Black History Month National Poetry Day	
5	Black History Month	5th October	6th October	7th October	8th October	9th October
		Student Council Meeting				World Mental Health Day
6	Careers (virtual)	12th October	13th October	14th October	15th October	16th October
		Student Council Meeting Mock Week 1			House Business Quiz	

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn Half Term (2 weeks)						
7	House Captains (<i>virtual</i>)	2nd November	3rd November	4th November	5th November	6th November
		Student Council Meeting Mock Week 2				
8	Remembrance Sunday (<i>virtual</i>)	9th November	10th November	11th November	12th November	13th November
		Student Council Meeting			Year 7 & 12 Student Progress Evening	
9	Anti-bullying week: Break the silence	16th November	17th November	18th November	19th November	20th November
		Student Council Meeting			Sixth Form Open Evening	
Assessment Week						
10	Right time, right tone: How do I know when it is the right time to speak?	23rd November	24th November	25th November	26th November	27th November
		Student Council Meeting		Open Doors Event 16:30-18:00		Munich Trip (3 days)
11	Right time, right tone: How do I know when I am using the right tone?	30th November	1st December	2nd December	3rd December	4th December
		Student Council Meeting House Sport week			Sixth Form Open Evening	
Super Teaching Week						
12	Right time, right tone: How do I know when I am using the right tone?	7th December	8th December	9th December	10th December	11th December
		Student Council Meeting House Music and Dance Week	Y11 Art Mock		Y11 Photography Mock	

Year 11 Pastoral Team



Year 11 Tutor Team



Ms Bhatti
Head of Year



Ms Cooper
SLT Link



Ms Penny-Larter
Pastoral Leader



Mr Boyd
Behaviour Support
Manager



Ms Hughes
Director of Behaviour
and Inclusion



Ms Palmer
Director of EDI and
Therapies Lead



Ms Coley
SEND CO



Ms Henry
Deputy DSL



Ms Baker
Designated
Safeguarding Lead



Ms Richardson
Deputy DSL



Mr Gardner



Ms Thorne



Ms Floris



Ms Thite



Ms Bellamy



Ms Dix



Ms Hinton



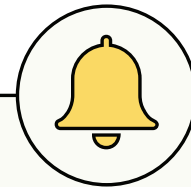
Ms Letts



Ms Sabljak

YOUR TUTOR

- 01** Will welcome you every morning and set you up for a successful day
- 02** Will make sure you are ready for the day by checking your uniform and equipment every day.
- 03** Will ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 04** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 05** Will be your point of contact for any concerns, will listen and support you.



If you feel a staff member, teacher, tutor deserves recognition for the support they provide please nominate them and share what makes them special!

Nomination postcards are held in the Atrium or Library at breaktime.

SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

- 111 (non-emergency)
- 999 (emergency)
- Text support service: text the word 'SHOUT' to 85258 (24/7 service)
- Oxfordshire Mind - 01865 247788
<https://www.oxfordshiremind.org.uk/support-for-you/resources/>

Emergency Services

- You are at immediate risk of harm - is it happening now?
- call 999 and ask to speak with Police, Ambulance or Fire (*you can also request a coast guard on this service*)

EDT (Out of Hours Social care)

- 0800 833 408 (*For social care outside of working hours*)

You can always report concerns to your tutor, trusted adult, in the whisper box
(library / student portal online)

Key vocabulary explored in assemblies this cycle:

Exploitation - when someone, or a group of people tricks or misleads another person into doing things to benefit them that are not right or legal.

Domestic abuse - any type of controlling, coercive, threatening behaviour, violence or abuse between people over 16 who are, or who have been in any relationship, regardless of gender or sexuality.

Neglect - to not give enough care or attention to people or things that are their responsibility.

Child-on-child abuse - is behaviour by an individual or group, intending to physically, sexually or emotionally harm others.

Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



DUAL CODING



Look out for these visual cues in all your lessons to support you understand what is expected in each phase of the lesson.



Purple Pens



Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



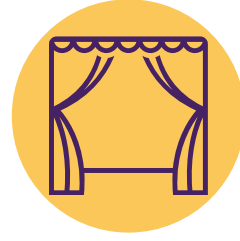
Art: Collect Equipment



History: 5 Bums on a Bench



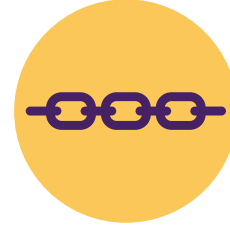
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical



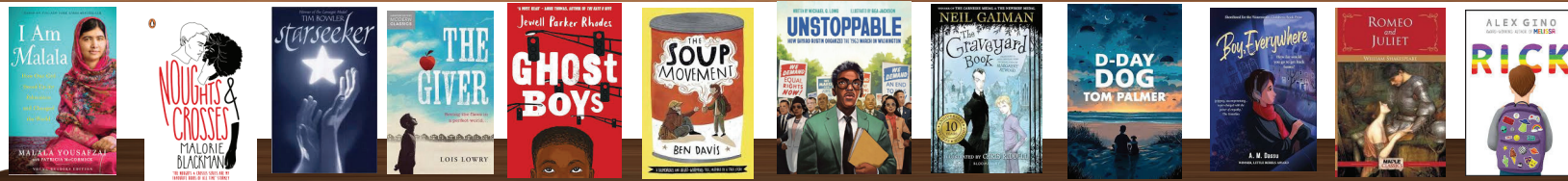
READING LIBRARY

You will need your reading rulers everyday!

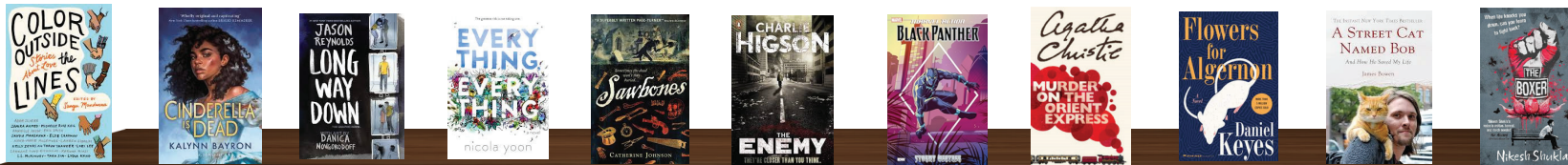
YR 7



YR 8



YR 9



YR 10



YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY



THE OSA KNOWLEDGE ESSAY



WHAT IS IT?

Across all the humanities subjects (English, History, Geography and Religious Studies) you are required to write with academic fluency in order to translate your ideas and thinking to paper successfully. This is not only a key skill that you need for the public examinations at all levels but, is a core skill for later careers and adulthood.

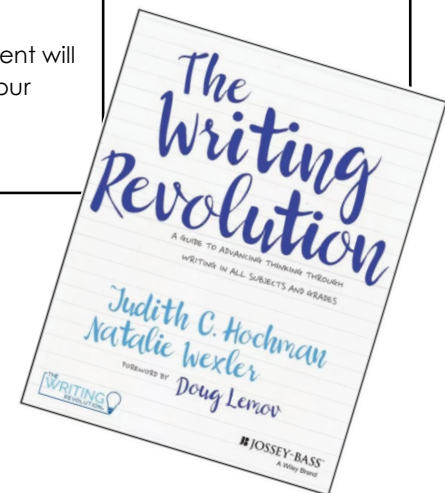
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

The 'Knowledge Essay' allows you to use all the knowledge you have learned in your ten week cycle and demonstrate a rich and rigorous understanding of the topic. The title for every essay is written in the Scholar's Guide.

For every essay in all subjects you are provided with a highly scaffolded writing frame (as pictured) that shows you how to frame your essay, as you develop the scaffolding lessons.

THE STRUCTURE

Thesis statement	<i>This is where the overarching point you will make is written with your main ideas introduced.</i>	Vocab <i>Here you will find the tier three vocabulary your teacher suggests you use for each paragraph.</i>
Paragraph One: <i>Here you will find three prompt questions for you to use as a guide to mould your argument.</i>	Topic Sentence: Supporting Detail One: Explanation: Supporting Detail Two: Explanation: Concluding sentence:	
Concluding statement	<i>Here your argument will be a replica of your thesis statement.</i>	



BE READY

UNIFORM - WE ARE PART OF THE OSA COMMUNITY, AND WE DRESS LIKE IT!

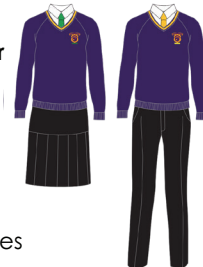
Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes
- *Optional:* Plain white long sleeve tshirt



Year 10 & 11

- **Purple or Black branded jumper**
- White shirt tucked in
- *Optional:* House coloured tie
- Black knee length skirt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



PE Kit - PE Lessons Only

- **Purple branded polo top**
- Black round neck unbranded sweatshirt **or**
- Optional branded reversible rugby shirt
- Plain black; jogging bottoms or shorts
- White socks and trainers



🔔 Uniform & Equipment Reminders

- You can wear one stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts, leggings or tracksuit bottoms (no cuffed trousers, drawstring trousers or trousers with cargo pockets)
- No nail varnish, acrylics or gel nails – keep nails natural.
- False eyelashes are not allowed.
- Natural makeup only.
- Your shoes or trainers must be plain black and have no visible logos or branding.

REMINDER

- If you're missing any uniform or equipment, you can go to Student Services from 8:10am-8:25am to borrow what you need.
- During tutor time each morning, your uniform and equipment will be checked. Incorrect uniform or equipment will mean -3 negative points on Bromcom.
- Coats, hoodies must have a full zip and must be worn in addition to your blazer or purple jumper.
- If you are not in the correct uniform you are not ready to learn and will be able to attend lessons until your uniform is corrected.
- Fizzy drinks and cans of drinks must not be brought to school

📱 Mobile Phone Policy – Oxford Spires Academy

- **We are a Smartphone free school** - Smartphones are not allowed in school.
- If a smartphone is seen or heard during the school day, it will be confiscated, a parent/carer must collect it, and a R5 Sanction (-5 points) will be issued.
- If you need a phone for travel, you may bring a simple "brick" phone (no internet or apps). These must stay out of sight and silent during the school day. If seen or heard, it will be confiscated until the end of the day.
- If you must bring a smartphone, it must be handed in at Student Services before school starts and stored in a locked box. You can collect it at the end of the day.
- Let's keep our school calm, focused, and phone-free.

BE ENGAGED

OSA is always looking for ways to celebrate student success and provide opportunities for leadership!

Rewards

AWARDS ASSEMBLY

At the end of each academic cycle (there are three per year), there is an awards assembly. There are a variety of awards given out, including progress in subject, excellence in subject, and honours awards!

TOP 25 STUDENT AWARD

At the end of each cycle, the top-performing 25 students in each year (based on the OSA score) will receive a celebration to recognise this wonderful achievement!

FRIYAY - 100% ATTENDANCE

FriYAY randomly selects 4 students from each year group who had 100% attendance that week for a video shown during tutor time on Friday. The winning students pull a surprise treat from the FriYAY box at break 1!

MARVELLOUS MONDAYS

Each Monday, a different group of 30 students is rewarded with a choice from the Hub at the end of the day. The metric for winning changes each week in order to reward as many students as possible throughout the year!

COMMUNITY LEADER AWARD

Our Community Leader Award is presented fortnightly at assembly to students who have gone out of their way, either in or out of school, to demonstrate community leadership. Staff nominate these students throughout the year.

YOU'VE GOT MAIL

A set of 5-7 postcards addressed to individual students are delivered weekly in tutor time. These postcards are written by staff and share a positive message.

Leadership Opportunities



STUDENT ADVISORY COUNCILS

Who: A group of 16 students per year. 2 students nominated by each tutor group.

What: Students will offer feedback from their perspective, so we can capture students' voice and continue to improve.

When: Will meet termly with their student council link.

Link: Student Council & Ms. Clay



READING LEADERS

Who: Reading leaders

What: Paired reading with students in Year 7 and 8 to boost reading fluency.

When: Weekly

Link: Mr. Shepard



TIMI CHAMPIONS

Who: A group of students (ideally a pair from each year group).

What: Students complete termly TIMI reports to Anthem and represent student voice to the ACC.

When: Friday Tutor times

Link: Ms. Clay



INSPIRE MAGAZINE

Who: Lead by 6th formers but a group of students across years

What: Students create an OSA half-termly magazine that is read in tutor time.

When: Fortnightly

Link: the English Team



OSA BROADCAST

Who: Students in year 8 and above. Student switch out every cycle

What: Students produce weekly OSA broadcast with key events for the week ahead. Special features for whole school events.

When: All year round

Link: Ms. Clay



HOUSE AMBASSADORS

Who: A group of students in year 7-10

What: Student who support their house and the House Captains!

When: Half Termly

Link: Ms. Chaffley



BE ENGAGED



You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

CLASSROOM REMINDER SYSTEM

In lessons, sometimes we need a reminder to get back on track.

1st Reminder

Name and first strike is recorded on the reminder board.

2nd Reminder

2nd Reminder - second strike on the reminder board.

This is logged on Bromcom = -2 points

On- Call: Lesson removal

Third strike on the reminder board and on-call.

This is in exceptionally rare circumstances students when students are removed from the classroom due to persistent disruption, safety concerns, or disrespect.

Parents, carers will be contacted.

Students will be expected to attend a Restorative after school.

Restorative

When: 3:00pm

Where: The Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships. You will meet with staff and complete a reflection booklet.

If you miss this or do not engage by showing responsibility or accountability for your actions, then it will be escalated to an SLT.



OSA'S ESCALATION SYSTEM



Students are responsible for their actions! When things do not go right, OSA is committed to ensuring that they have the time to reflect, make amends, and for us to learn how we can support them. A restorative approach is at the heart of what we do and why.

Late to School Detention

When: Break 1
Where: Theatre

A detention for students who arrived late to school, missing tutor.

Students receive a late detention if they arrived to school between 8:30 - 9:00

U-Code Detention

When: 3:00 - 3:30
Where: Canteen

A detention for students who arrive very late to school, missing tutor and some lesson time.

Students receive a U-Code detention if they arrive at school after 9:00.

U codes have a negative impact on your attendance score!

Restoratives Intervention

When: 3:00 - 3:30
Where: Canteen

Students receive a restorative if they were on-called and removed from a lesson. This is a special and important time to reflect with the teacher whose class the student was removed from, to ensure reflection and a support.

If students fail to attend, they will have a SLT detention the next week.

Standards Intervention

When: 3:00 - 4:00 on Wednesday
Where: The Theatre

An after-school intervention for students who are not meeting the expected standards of OSA students. This time is for students to reflect and get support to avoid a pattern building.

Students receive a Standards Intervention if they receive 15 or more negative points on Bromcom last week. If students fail to attend, they will have a SLT detention the next week

Negative points are earned from: being late to school, being late to lessons, using your phone, 2nd reminder, poor uniform, defiance, missing equipment or breach of the school's hands-off policy.

Escalation or failed: If you miss two of any of these detentions.

SLT Detention

When: 3:00 - 5:00 on Wednesday **Where:** The Theatre

A two-hour detention after school on Wednesdays led with the Senior Leadership Team.

Student receive an SLT if: they missed two of any of the above detentions, fail a report, miss a restorative or standards intervention, or if they missed the SPARX homework extended deadline.

Students who do not attend or fail this detention, will serve an internal reflection day.

You can check your Bromcom points or check if you have a standards intervention or SLT detention at the **Behaviour Clinic** in the Atrium every Break 1 (11:00 - 11:30).



OSA SIXTH FORM ENTRY REQUIREMENTS



Subject	Exam Board	Entry Requirements
Art (A Level)	Pearson EdExcel	GCSE Grade 6 Art
Biology (A Level)	AQA	GCSE Grades 6-6 (combined Science) or 2 grade 6 (triple) with a 6 in the subject chosen; GCSE grade 6 Maths
Business (A Level)	Pearson EdExcel	GCSE Grade 6 Business Studies
Business (Level 3 BTEC)	Pearson EdExcel	GCSE Grade 5 Business Studies
Chemistry (A Level)	AQA	GCSE Grades 6-6 (combined Science) or 2 grade 6 (triple) with a 6 in the subject chosen; GCSE grade 6 Maths
Classics (A Level)	OCR	GCSE Grade 6 History or English Literature
Computer Science (A Level)	OCR	GCSE Grade 5 Computer Science
Criminology (Level 3 Diploma)	WJEC Eduqas	GCSE Grade 6 English Lang or Lit
Drama & Theatre Studies (A Level)	Pearson EdExcel	GCSE Grade 5 English Literature, GCSE in a performing arts subject
Design & Technology (A Level)	WJEC Eduqas	GCSE Grade 6 in DT and Grade 6 in Mathematics
English Language (A Level)	AQA	GCSE Grade 6 English Language or Literature
English Literature (A Level)	Pearson EdExcel	GCSE Grade 6 English Literature
French (A Level)	Pearson EdExcel	GCSE Grade 6 French

Further Maths (A Level)	Pearson EdExcel	GCSE Grade 8 Mathematics
Geography (A Level)	Pearson EdExcel	GCSE Grade 6 in Geography and Grade 5 Mathematics
German (A Level)	Pearson EdExcel	GCSE Grade 6 German
Government & Politics (A Level)	AQA	GCSE Grade 6 English, History or other Humanities subject
History (A Level)	Pearson EdExcel	GCSE Grade 6 History
Mathematics (A Level)	Pearson EdExcel	GCSE Grade 7 Mathematics
Music (A Level)	Pearson EdExcel	Grade 6 (Instrumentalist or similar)
Philosophy & Ethics	Eduqas	Grade 5 in English or RS
Photography (A Level)	Pearson EdExcel	GCSE Grade 6 Art or Photography
Physics (A Level)	AQA	GCSE Grades 6-6 (combined Science) or 2 grade 6 (triple) with a 6 in the subject chosen; GCSE grade 7 Maths
Psychology (A Level)	AQA	GCSE Grades 6-6 (combined) or 2 grade 6 (triple) with a 6 in the subject chosen; GCSE Grade 6 English Language or
Sociology (A Level)	AQA	GCSE Grade 6 English, History or other humanities subject
Spanish (A Level)	Pearson EdExcel	GCSE Grade 6 Spanish
Sport Level 3 BTEC	Pearson EdExcel	GCSE Grade 5 in Biology or L2 Merit in the Health and Fitness

Year 11, Cycle 1, Character Education

Careers linked to topics we study this cycle are: Personal trainer, cybersecurity specialist, historian, mental health counsellor, diversity and inclusion officer, physical education teacher, online safety consultant, social worker, cultural program coordinator, psychologist, anti-bullying advocate, community outreach coordinator.

Week	I will need to know:	So that I can:
1 Post 16 pathways	- Every student in Year 11 will have a Careers, Information and Guidance (CIAG) meeting with a member of the careers team. You will first complete a Microsoft Form and the careers advisor will look at your most recent mock data to help you work out what a realistic pathway is after Year 11. You will have your Plan A and Plan B. Plan B is a pathway that you are on track to meet the entry requirements for. This ensures you have a clear plan post-Year 11. - Each pathway has key differences. A Levels are academic and exam-based, T Levels combine technical study with work experience, BTECs focus on coursework and practical application, and apprenticeships are based around employment and training. The right choice depends on how a student learns best and what they want to do in the future. - When making decisions about post-16 pathways, students should think carefully about their strengths, interests, and long-term goals. It is important to choose a pathway that matches their learning style rather than simply following friends. Students should check entry requirements, particularly for Level 3 courses, and consider applying to more than one option to keep their choices open. Attending open days and speaking to teachers or careers advisers can also help students make informed decisions. - It is important to understand the difference between Level 2 and Level 3 qualifications. Level 2 is equivalent to GCSEs and helps students build up to Level 3, which includes A Levels, T Levels, and BTECs and is needed for university or skilled careers.	So that I can make informed choices about my future and select a pathway that suits my strengths and goals. So that I can have a realistic Plan A and Plan B and ensure I meet the entry requirements for my next steps.
2 Post 16 pathways	- One option is A Levels, which are academic qualifications where students usually study three subjects in depth. They are mainly exam-based and are often chosen by students who enjoy classroom learning and want to progress to university or professional careers. - Another option is T Levels, which combine classroom learning with practical experience. They are equivalent to three A Levels and include a substantial industry placement, making them suitable for students who prefer a more hands-on approach.	
3 Post 16 pathways	- Students can also take BTECs or other vocational qualifications, which focus more on coursework than exams. These courses develop practical skills linked to specific careers and can sometimes be taken alongside A Levels. Apprenticeships offer a different route, where students work for an employer while training and earning a salary. This pathway suits those who want to gain real workplace experience and develop skills on the job.	
4 Online Safety	- Young people must follow the law online in the same way as offline, and actions such as harassment, threats, or sharing harmful content can have legal consequences. Schools and police can take action if behaviour breaks the law, and a digital record can affect future opportunities. - Sharing or possessing explicit images, especially of anyone under 18, is illegal even if the person took the photo themselves. Once an image is shared, it is very difficult to control where it goes, and it can cause serious emotional harm and long-term consequences.	So that I can stay safe online and understand the consequences of my actions both legally and personally.
5 Online safety	- When using AI, young people should use it responsibly and not to cheat, mislead, or create harmful content such as deepfakes, which are realistic fake videos or images made to deceive people. They should learn to spot fake news by checking sources, looking for evidence, and questioning unusual or emotional claims, and understand that creating or sharing false content can cause harm and serious consequences. - Young people should protect their personal information online by using privacy settings and thinking carefully before posting or sharing. Anything shared online can be copied, saved, or spread quickly, meaning individuals can be held responsible for what they post or distribute.	So that I can make responsible decisions about what I share and protect myself and others from harm.
6 Mock Exams	- Use your scholars' guides actively by turning each section into questions and answering them from memory rather than rereading. Check your answers against the guide and correct any gaps, as this strengthens recall rather than passive reading. - Flashcards are only effective when used for retrieval practice, such as self-testing or quizzing a partner rather than simply reading them. Focus on regularly revisiting harder cards and spacing practice over time to improve long-term memory. - Complete past paper questions under timed conditions to practise exam technique and time management. Mark your work using mark schemes and identify patterns in mistakes so you can focus your revision on weak areas.	- So that I can revise effectively using strategies that improve memory and exam performance. - So that I can identify my weaknesses and improve my exam technique under realistic conditions.

Year 11, Cycle 1 Character Education

Week	I will need to know:	So that I can:
7 Mock exams	- Plan revision sessions in short, focused blocks with clear goals and regular breaks. This helps maintain concentration and prevents burnout, making revision time more effective overall. - Take care of mental health during exams by managing stress through routines, relaxation techniques, and realistic expectations. Speak to teachers, friends, or family if you feel overwhelmed, as support is important for maintaining wellbeing. - Prioritise sleep, diet, and exercise to keep your brain and body working effectively during revision and exams. Aim for consistent sleep, balanced meals, and regular physical activity to improve focus, memory, and energy levels.	- So that I can manage my time and reduce stress during revision and exams. - So that I can maintain my physical and mental wellbeing to perform at my best.
8 RSHE	Consent means giving permission for something to happen, and it must follow FRIES: it should be freely given without pressure, reversible at any time, informed so the person understands what they agree to, enthusiastic rather than forced, and specific to each situation rather than assumed. In the UK, the age of consent is 16, and any sexual activity involving someone under 16 is illegal, even if they agree. - The rule of law applies to relationships and behaviour both online and offline, and actions such as abuse, coercion, or sharing explicit images of under-18s are criminal offences. Breaking the law can lead to serious consequences including police involvement, a criminal record, and long-term impacts on future opportunities.	- So that I can understand my rights and responsibilities and make safe, legal decisions in relationships. - So that I can recognise what consent means and respect both my own boundaries and others'.
9 RSHE	- Young people can access confidential advice and support from a school nurse or local health services about relationships, sexual health, and contraception. These professionals provide accurate, non-judgemental guidance to help young people make safe and informed decisions about their wellbeing. - A healthy relationship is based on respect, trust, communication, honesty, and equality, where both people feel safe and valued. An unhealthy relationship may involve control, lack of respect, dishonesty, or feeling worried, pressured, or unsafe.	- So that I can recognise what a healthy relationship looks like and seek support when needed. - So that I can make informed choices about my health and wellbeing.
10 RSHE	- Warning signs of abuse include controlling behaviour, jealousy, checking messages or phones, isolating someone from friends or family, or making them feel worthless. Abuse can be emotional, physical, or sexual, and often becomes more serious over time if it is not recognised and addressed. Coercion and pressure happen when someone tries to force, manipulate, or guilt another person into doing something they do not want to do, such as repeatedly asking, making threats, or making someone feel they owe something. If this happens, young people should say no clearly if they feel safe to do so, remove themselves from the situation, and speak to a trusted adult such as a teacher, parent, or school nurse for support, remembering it is never their fault.	- So that I can identify warning signs of abuse and unhealthy behaviour. - So that I can recognise pressure or coercion and know how to respond and seek help.
11 Mental Health	- Use grounding techniques to manage overwhelming feelings by focusing on the present moment, such as naming five things you can see, four you can feel, three you can hear, two you can smell, and one you can taste. This can help calm your body and reduce anxiety when stress feels intense. - Practise simple breathing exercises, such as breathing in slowly for four seconds, holding for four seconds, and breathing out for four seconds. Controlled breathing helps lower heart rate and brings your body out of panic or stress mode.	So that I can use strategies to manage stress and anxiety effectively. So that I can look after my wellbeing through healthy habits and know when to talk to others for support.
12 Mental Health	- Reduce screen time, especially before bed, as constant notifications and social media can increase stress and affect sleep. Taking regular breaks from devices helps your mind rest and improves focus during revision. - Maintain good sleep hygiene and talk to someone you trust if you feel overwhelmed, such as a teacher, family member, or friend. Getting enough sleep, eating well, staying active, and sharing how you feel are all key to protecting your mental health during exams.	

AQA English Language Paper 1

Question 1

5 minutes

4 marks AO 1

Multiple choice question.

- ☐ Read the instructions carefully
- ☐ Make sure you indicate your answers clearly.

- ® Read a range of fiction texts carefully for understanding
- ® Practise finding 4 facts on different aspects of a text

Question 2

10 minutes

8 marks AO 2

How is language used to?

- ☐ **Techniques** – identify how the writer uses language
- ☐ **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- ☐ **Analysis** – examine the reason for the writer's choices and the impact in detail.
- ☐ Make sure you identify features that relate to the task prompt

- ® Revise language techniques thoroughly. Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases

Question 3

10 minutes

8 marks AO 2

How is the text structured to... (e.g. create suspense)?

- ☐ Refer to the position of the extract – is it the opening, introducing a new character, a new setting?
- ☐ Step back and look at the whole extract. Where is the reader at the beginning, the middle and the end?
- ☐ **Techniques** – identify the structure techniques used
- ☐ **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences – there may not be many for structure
- ☐ **Analysis** – examine reasons for the writer's

- ® Revise structure techniques thoroughly. Test yourself
- ® Practise analysis on extracts, particularly first pages of books or dramatic moments

AO1 – Identify and Interpret information and ideas
 AO2 – Explain, comment, analyse how writers use language and structure to achieve effects and influence readers
 AO4 – Evaluate texts critically and support with textual reference

EXAM PROOF your answer: use the language of the AOs

Question 4

25 minutes

20 marks AO 4

To what extent do you agree?

- ☐ Refer to language features in this task. Consider what would be typical of a situation, similar to that described in the text, then refer to how the writer has described it, or approached it. How? Why? What is the impact on the reader? How effectively has this been done?
- ☐ **Techniques** – identify how the writer uses language to meet the evaluation given in the prompt
- ☐ **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- ☐ **Analysis** – examine the reason for the writer's choices and the impact in detail.
- ☐ Make sure you refer to parts of the text that relate to the task prompt
- ☐ Use the language of judgement and evaluation.

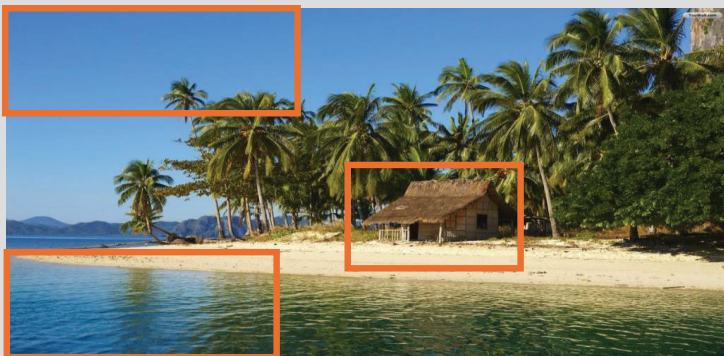
- ® Revise language techniques thoroughly
- ® Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases

AQA English Language Paper 1

Question 5

40 minutes

24 Marks AO5 16 Marks AO6



Elements of good writing that you should include in your story/description:

- ☐ Pathetic fallacy in your setting
- ☐ Imagery – personification, simile, metaphor
- ☐ Juxtaposition or Oxymoron
- ☐ Descriptive adjective, adverbs and careful verb choice
- ☐ Semantic field or repetition
- ☐ Sentence variety – long, complex sentences and short sentences for pace and dramatic effect
- ☐ A shift in tone, mood, atmosphere
- ☐ Shifts in focus from external to internal
- ☐ Clear narrative structure of equilibrium, disequilibrium and resolution, or a focus on one or two of these points in the narrative
- ☐ Circular structure, ending with a motif repeated from the beginning

Writing creative/descriptive

You are entering a creative writing competition.

Either use your imagination using the image to provide further ideas

Or write an opening of a story

How to write description or narrative:

- ☐ Step back for a moment and think about your whole piece of writing. What **impact** do you want to have on the reader? How do you want them to **feel** at different points of your story or description? This should be your main focus
- ☐ **Plan.** Your plan will be noticed and taken into account, but spend no more than 8 minutes planning
- ☐ **Be clear about your task** – description or story. Descriptions usually look more at the what (what the setting looks like, what the character looks like, what type of person someone is, what happened at an event etc.) Stories tend to mix both description and action. Too much action and no description in a story will not gain high marks (this happened, then this happened, after that, this happened etc.) Balance your story
- ☐ **Box off** areas of the picture that you could focus on. These could be the basis for different paragraphs – weather & setting, sea, house and character. Remember the picture is a **prompt** and does not need to limit your ideas
- ☐ **Be creative, be bold.** If it is hard to avoid clichéd plots & characters, focus on making your writing sound original and interesting.
- ☐ Use a **strong opening** to hook the reader – focus on detail, in medias res, foreshadowing, character, speech
- ☐ **Limit your story** – 1 central character, 1 main setting, 1 event.
- ☐ **Write like a reader!** Remember what is effective in Section A Reading
- ☐ **Technical accuracy** = 40% of the marks. Check punctuation, verb tenses, sentence control & use ambitious vocabulary. Spelling is important, especially of commonly used words, but so is vocabulary - even if you are only 70% sure of the spelling, use it anyway

AQA English Language Paper 2

Question 1

5 minutes

4 marks AO 1

True or false?

- ☐ Read key words in the question & the extract very carefully

- ® Read range of non-fiction texts for understanding
- ® Practise finding true or false facts on different aspects of the text

Question 2

10 minutes

8 marks AO 2

Write a SUMMARY on the differences / similarities

- ☐ List three points relating to the prompt from Source A. List three points from Source B
- ☐ Select words and phrases (judicious quotes) that are the **evidence** for your points
- ☐ Make **inferences** about what each point suggests is the difference / similarities
- ☐ Write up in paragraphs
- ☐ Make sure you refer to parts of the text that relate to the prompt.

- ® Practise summarising an extract
- ® Practise summarising two extracts finding points of comparison / contrast
- ® Practise making inferences from textual info
- ® Learn the language of comparison & contrast
- ® Learn the language of inference and analysis

Question 3

10 minutes

8 marks AO 1

How is LANGUAGE used to ... ?

- ☐ **Techniques** – identify how the writer uses language
- ☐ **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- ☐ **Analysis** – examine the reason for the writer's choices & impact in detail.
- ☐ Make sure you refer to language that relates to the task prompt

- ® Revise language techniques thoroughly. Make flashcards and test yourself
- ® Revise word classes, correctly identify verbs, nouns, adjectives, adverbs
- ® Practise analysis of words and phrases



AO1 – Identify and Interpret information and ideas
 AO2 – Explain, comment, analyse how writers use language and structure to achieve effects and influence readers
 AO3 – Compare writers' ideas and perspectives across two or more texts

EXAM PROOF your answer: use the language of the AOs

Question 4

25 minutes

20 marks AO 3

- ☐ Step back & look at the **whole text**. Focus on the **overall tone & attitude** that is being communicated through the text. Identify this by looking at:
- ☐ **Content** – what is mainly written about? What dominates the extract? This will be the most important focus.
- ☐ **Organisation** – Look at each paragraph. What is the order of the information? How do the texts differ?
- ☐ **Semantic field** – what types of words are repeated throughout? This will give a clue to the tone & attitude?
- ☐ Look for evidence of a **clear and distinctive voice** – is it dramatic? ironic? sarcastic? matter of fact? emotive? How does this differ in each? How does it fit the content or topic?
- ☐ Boil the text down to **the single quote** you think encapsulates the view & attitude. This could be the basis of a detailed analysis section.
- ☐ **Techniques** – identify how the writer uses language, especially in the source not used for Q3
- ☐ **Evidence** – select words & phrases (judicious quotes) and embed them within your sentences
- ☐ **Analysis** – examine the reason for the writer's choices & the impact in detail
- ☐ Make sure you list things only relating to the task prompt

- ® Practise analysis of words and phrases
- ® Practise identifying attitude and tone in texts.

AQA English Language Paper 2

Question 5

35-40 minutes

24 Marks AO5 16 Marks AO6



Techniques to use in opinion and persuasive writing:

D - **Direct Address** – *you, we, us, our*A - **Anecdote** – a story that gives your viewpoint credibility

Also

Alliteration – repetition of sounds for emphasisF - **Facts** – statements that can be provedO - **Opinions** – strong views that can be presented as factsR - **Rhetorical Q** in which the only appropriate answer is implied by the viewpointE - **Emotive language** – to provoke feelings in the reader '*devastating*' '*hopeless*' '*mindless*'S - **Statistics** – like facts, sound very persuasiveT - **Triples** – the rule of three. Repetition for strong emphasis '*Students are stressed, anxious and nearing breaking point*'I - **Imagery** – use of metaphor, personification and simileI - **Imperatives** – for confident, commanding language. *Act today, Don't give in*I - **Insecure, tentative language** '*arguably,*''possibly' '*suggests*' '*could*'

- Ⓢ Read examples of opinion pieces in magazines, online and newspapers.
- Ⓢ Look at the tone and style. Practise copying humorous, ironic, emotive, matter-of-fact styles. Don't rant – be controlled.
- Ⓢ Practise writing viewpoint pieces for a range of issues – the environment, school, health, consumerism etc.
- Ⓢ Practise adding imaginative detail, such as an interview or quotes from an expert.

Writing to present a viewpoint:

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write **an article** for a **broadsheet newspaper** in which you explain your point of view on this statement.

How to write to present a viewpoint:

- ☐ The task may be either a letter, article, text for a leaflet, text of a speech, essay

For a **letter** you must/should:

- ☐ Make it clear you are sending to someone
- ☐ Be formal and adopt the style suited to a letter

For an **article** you must/should:

- ☐ Use a title
- ☐ Introductory paragraph
- ☐ Use sub-headings

For a **leaflet** you must/should:

- ☐ Use a title
- ☐ Use sections, paragraphs, subheadings

For a **speech** you must/should:

- ☐ Clearly demonstrate you are addressing an audience
- ☐ Use rhetorical features of formal speech
- ☐ Close or conclude your speech

For an **essay** you must/should:

- ☐ Include an introduction and conclusion
- ☐ Write in a formal style

AO5 – Communicate clearly, effectively and imaginatively AO6 – Range of vocabulary, sentence structures & accurate SPaG

Shakespeare & the 19th Century Novel: 1h 45 min | Macbeth | 40% of Literature Mark

AQA ENGLISH LITERATURE PAPER 1

30 marks AO1 AO2 = 75.5%
AO3 = 18.5%

4 Marks AO4 = 6%

AO1: Read and understand texts. Use textual reference & quotations to support & illustrate points
AO2: Analyse language, form and structure using relevant subject terminology
AO3: Show understanding of the relationship between text and contexts
AO4: Use a range of vocabulary and sentences structures for purpose and effect with accurate SPaG

Extract from text
Then a related Q eg. 'How does Shakespeare present the supernatural?'

- In this extract
- In the play as a whole

52 mins

10 mins to read and plan
35 mins to write
2 minutes to reread work
30 marks + 4 marks



Context

King James I - Originally James VI of Scotland, he became King of England in 1603. Shakespeare wrote *Macbeth* to appeal to him by exploring themes of kingship and witchcraft, and by portraying Banquo—James' ancestor—as noble and loyal.

The Great Chain of Being - In Jacobean belief, all life had a divine order. Kings were chosen by God ("divine right"), so Macbeth's murder of Duncan was not just treason, but a sin against God.

The Gunpowder Plot (1605) - An attempt to assassinate King James by blowing up Parliament. Shakespeare reflects the fear of regicide by showing how ambition and treason lead to guilt, madness, and downfall.

The Supernatural - Belief in witchcraft was widespread, even among royalty. King James wrote *Demonology* and enforced anti-witch laws. The witches in *Macbeth* reflect these fears and societal anxieties.

The Role of Women - Jacobean society was patriarchal; women were expected to be obedient, marry, and bear children. Ambitious or dominant women, like Lady Macbeth, challenged these roles and were often demonised.

Summary

Act One - Three witches predict that Macbeth will become king. After a victorious battle, Macbeth hears the prophecy and tells Lady Macbeth. She persuades him to murder King Duncan to seize the throne, despite his initial hesitation.

Act Two - Macbeth kills Duncan but is shaken. Lady Macbeth takes charge and frames the guards. Duncan's sons, Malcolm and Donalbain, flee for their safety, raising suspicion about them.

Act Three - Banquo suspects Macbeth of foul play. Macbeth, fearing Banquo's prophecy, has him murdered, but Banquo's son Fleance escapes. Macbeth sees Banquo's ghost at a banquet, revealing his guilt and mental decline.

Act Four - Macbeth visits the witches again and hears more cryptic prophecies. He becomes increasingly paranoid and tyrannical. Meanwhile, Macduff joins Malcolm in planning to overthrow Macbeth.

Act Five - Lady Macbeth is driven mad by guilt and dies. Malcolm's forces march on Macbeth, using branches from Birnam Wood to disguise their approach. Macbeth is killed by Macduff, who was born via caesarean (not "of woman born"), fulfilling the witches' prophecy. Malcolm becomes king.

Key themes

- **Ambition** - The witches' prophecies spur Macbeth and Lady Macbeth to fulfil their ambitions, but they never make them do anything.
- **Fate and Free Will** - What made it all happen? Fate? The witches? Macbeth's free will?
- **Good and Evil** - Good and evil are shown through contrasts in the play. Evil is illustrated by the witches, Macbeth, Lady Macbeth, the assassins & traitors. Good is shown by Duncan, Malcolm, Banquo, Macduff, Lady Macduff.
- **The Supernatural** - This is shown through the witches & LM calling upon the spirits.
- **Appearance and Reality** - M and LM look innocent but are plotting behind people's backs.
- **Light and Darkness** - Light links to good, life and God. Darkness links to evil and foreboding.
- **Guilt** - Guilt is shown through M (internal conflict) and LM's blood imagery.
- **Gender** - LM challenges and controls M. She subverts the gender stereotypes of the time.

Shakespeare & the 19th Century Novel: 1h 45 min | Macbeth | 40% of Literature Mark

AQA ENGLISH LITERATURE PAPER 1

Characterisation	Key Vocabulary	Key quotations
Macbeth - Represents bravery, ambition, betrayal, and guilt. Initially a loyal warrior, he is corrupted by the witches' prophecies and his own ambition, becoming a tyrannical and deluded ruler. Keywords: ambitious, courageous, remorseful, tyrannical, tormented, egocentric.	Macbeth was first performed in the patriarchal Jacobean era which meant that males had greater power and influence than women.	Act 1 • "Fair is foul, and foul is fair" (1.1) Witches • "For brave Macbeth – well he deserves that name" (1.2) The Captain • "Stars hide your fires, let not light see my black and deep desires" (1.4) M • "Come you spirits...unsex me here and fill me from the crown to the toe top full of direst cruelty." (1.5) LM • "Look like the innocent flower but be the serpent under't" (1.6) LM
Lady Macbeth - Symbolises ambition, manipulation, and guilt. She defies traditional gender roles, pushes Macbeth to murder Duncan, but is later consumed by paranoia and guilt. Keywords: ruthless, manipulative, commanding, guilty, sinister.	Lady Macbeth attempts to subvert the Jacobean patriarchal society.	Act 2 • "Is this a dagger I see before me, the handle towards my hand?" (2.1) M • "Will all great Neptune's ocean wash this blood clean from my hand?" (2.2) M • "A little water clears us of this deed" (2.2) LM • "Wake Duncan with thy knocking, I would thou couldst." (2.2) M
King Duncan - Embodies nobility, dignity, and trust. A just and respected king who is betrayed by Macbeth, his murder reflects a violation of divine order. Keywords: honourable, trusting, divine right, Great Chain of Being.	Macbeth's hamartia is his ambition.	Act 3 • "Thou has it all now, King, Cawdor, Glamis, all... and I fear though play'st most foully for't." (3.1) B • "To be thus is nothing, but to be safely thus. Our fears in Banquo stick deep" (3.1) M • "Of full of scorpions is my mind, dear wife" (3.2) M • "Be innocent of the knowledge, dearest chuck, till thou applaud the deed" (3.2) M • "I am in blood stepp'd so far, that, should I wade no more, returning were as tedious as go o'er" (3.4) M
Banquo - Represents loyalty, virtue, and wisdom. He resists the witches' temptations and serves as a noble contrast (foil) to Macbeth. Keywords: brave, loyal, virtuous, astute.	Macbeth's ambition is awakened by the witches' prophecies and the words of Lady Macbeth.	Act 4 • "Something wicked this way comes" (4.1) Witches • "The castle of Macduff I will surprise; seize upon Fife." (4.1) M • "Macbeth is ripe for shaking, and the powers above put on their instrument" (4.3) Malcolm
The Witches - Symbolise supernatural evil and equivocation. They manipulate Macbeth with half-truths, leading him toward destruction. Keywords: prophetic, eerie, manipulative, evil.	King Duncan's death is as a result of an act of regicide.	Act 5 • "Out, damned spot! Out, I say!... Will these hands ne'er be clean?" (5.1) LM • "All the perfumes of Arabia will not sweeten this little hand" (5.1) LM • "Turn, hell-hound, turn...I have no words; my sword is my voice" (5.8) Macduff • "I bear a charmed life which must not yield to one of woman born" (5.8) MM • "Macduff was from his mother's womb untimely ripp'd" (5.8) Macduff
The Macduffs - Stand for family, loyalty, and justice. They contrast the Macbeths by embodying love, honour, and righteous revenge. Macduff ultimately restores order by defeating Macbeth. Keywords: heroic, righteous, emotional, focused, honourable.	Lady Macbeth acts in a deceitful way towards Duncan when welcomes him to their castle knowing that her husband intends to kill him.	
	Macbeth usurped the crown from its rightful heir Malcolm.	
	Macbeth is labelled a 'tyrant' due to his merciless behaviour and violent actions towards those within Scotland.	
	Lady Macbeth's confidence at the start of the play contrasts with the guilt that overwhelms her at the end of the play.	
	Both Lady Macbeth and Macbeth's actions demonstrate their Machiavellian characteristics.	

Shakespeare & the 19th Century Novel: 1h 45 min | A Christmas Carol | 40% of Literature Mark

AQA ENGLISH LITERATURE PAPER 1

30 marks AO1 AO2 = 75.5%
AO3 = 18.5%

Extract from text
Then a related Q eg. 'How does Dickens present Scrooge's fears'?

- In this extract
- In the novella as a whole

52 mins

10 mins to read and plan
35 mins to write
2 minutes to reread work
30 marks

AO1: Read and understand texts Use textual reference & quotations to support & illustrate points
AO2: Analyse language, form and structure using relevant subject terminology
AO3: Show understanding of the relationship between text and contexts



Summary

Stave One: Scrooge is cold, cruel, and rejects Christmas cheer. He turns away his nephew and charity collectors. He's warned by the ghost of Marley that he must change or suffer a doomed afterlife, and that three spirits will visit him.

Stave Two: The Ghost of Christmas Past shows Scrooge scenes from his childhood, youth, and lost love. Scrooge begins to feel regret for the choices he's made.

Stave Three: The Ghost of Christmas Present reveals joyful but humble celebrations, especially at the Cratchit household. Scrooge is moved by Tiny Tim and disturbed by the figures of Ignorance and Want.

Stave Four: The Ghost of Christmas Yet to Come shows a future where Scrooge has died alone and unloved. Realising he is the dead man, Scrooge begs for a chance to change.

Stave Five: Scrooge awakens joyfully on Christmas Day, transformed. He shows generosity to the Cratchits, joins Fred's party, and becomes a kind, charitable man, embracing the true spirit of Christmas.

Context

Dickens' Life

- Born in 1812 to a middle-class family. His father's imprisonment for debt led to hardship.
- Dickens worked in a blacking factory as a child, later becoming an office boy. These early experiences influenced his concern for the poor.
- *A Christmas Carol* was written in 1843.

Religion

- Victorian Christianity emphasised strict morals (church, sobriety, restraint).
- Dickens believed true Christianity meant doing good for others.

Industrial Revolution

- Coal-powered factories transformed Britain, shifting from farming to industry.
- Cities became overcrowded and unsanitary; poverty and child exploitation grew.
- Many children worked long hours in dangerous factory conditions.

Charity

- Industrialisation deepened the wealth gap; the poor relied on charitable support.
- Some philanthropists, like the Cadburys, sought to improve workers' living conditions.

Education

- Dickens valued education as a path out of poverty.
- He supported Ragged Schools with Angela Burdett-Coutts to give poor children basic education.

Key themes

- **Greed and Selfishness** – Scrooge represents the selfish middle classes, hoarding wealth instead of sharing it. Marley warns of the burden such a life brings. Dickens critiques the idea that wealth leads to happiness at the cost of relationships and goodwill.
- **Redemption** – Scrooge begins as a cold, selfish man, but by facing the truth of his past, the reality of the present, and the fear of a lonely future, he transforms.
- **Transformation** – Physical changes occur as ghosts manipulate settings and characters. Spiritually, Scrooge transforms from a lonely boy to a bitter old man before reconnecting with others.
- **Time** – The ghosts stretch time, making events feel longer despite occurring in one night. There's a race against fate as the spirits try to change Scrooge's and Tiny Tim's destinies, teaching readers to use time wisely.

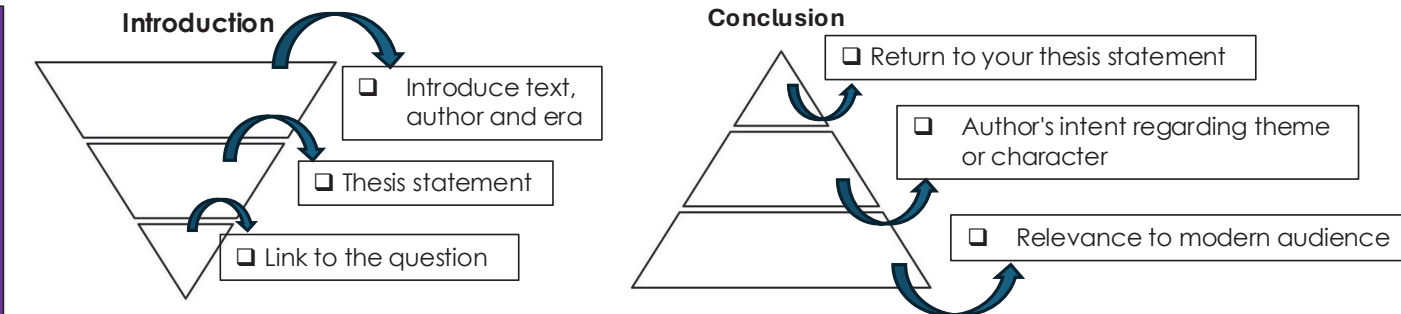
Shakespeare & the 19th Century Novel: 1h 45 min | A Christmas Carol | 40% of Literature Mark

AQA ENGLISH LITERATURE PAPER 1

Characterisation	Key Quotations	Key Vocabulary
Ebenezer Scrooge: Protagonist. Initially miserly, selfish & cold, he experiences a moral transformation into a charitable philanthropist. Keywords: Miserly, mean, bitter, isolated, cynical, charitable, transformed.	"Hard and sharp as flint... As solitary as an oyster" "Are there no prisons...? Are there no workhouses...?" "I will honour Christmas in my heart. I will live in the Past, the Present, and the Future. I will not shut out the lessons that they teach."	A <i>Christmas Carol</i> is an allegory where Dickens warns Victorian society about the harm caused by greed and hopes to inspire social reform.
Marley's Ghost: Scrooge's late business partner. Marley symbolises the limitations of a life focused on greed and selfishness. He visits Scrooge in chains to warn him about his own future. Keywords: terrifying, haunting, exhausted, regretful	"I wear the chain I forged in life."	Dickens uses a cold semantic field of "ice", "frozen", "thaw" to reflect Scrooge's lack of compassion.
The Cratchits: The face of the poor. Scrooge's kind, mildmannered clerk who is treated terribly by hi. He is a very poor man with a large family, but the family are still cheery & grateful. Keywords: Uncomplaining, caring, cheerful, loving, forgiving.	"The clerk's fire was so very much smaller that it looked like only one coal" "Tiny Time rode upon his shoulder"	Dickens uses pathetic fallacy to mirror Scrooge's emotions through the weather.
The Ghost of Christmas Past: A figure that is both old & young. Its illuminating head symbolises how shining a light on memories from the past can be used to illuminate one's thoughts & behaviours in the future. Keywords: Contradictory, gentle, forceful, mysterious	"Would you (Scrooge) so soon put out the light I give?" "A solitary child, neglected by his friends, is left there still – Scrooge sobbed."	Fred acts as a foil to Scrooge and highlights Scrooge's cruelty.
The Ghost of Christmas Present: A majestic jolly giant, who is dressed in a green robe. This ghost shows Scrooge how others spend Christmas, forcing him to contemplate his own solitary existence. Keywords: Compassionate, abundant, generous,	"A jolly giant who bore a glowing torch with a cheery voice and a joyful air" "They are Man's. This boy is Ignorance. This girl is Want. Beware for I see that written which is Doom."	The simile "solitary as an oyster" shows Scrooge's chosen isolation and potential to change, like a pearl hidden within.
The Ghost of Christmas Yet to Come: A silent phantom wearing black robes. This ghost presents Scrooge with an ominous view of his own death & the lack of care or love surrounding it. Keywords: Mysterious, ominous, intimidating, frightening, resolute	"It was shrouded in a deep black garment which concealed its head, its face, its form and left nothing visible except one outstretched hand"	The Ghost of Christmas Past uses flashbacks to trigger emotional responses in Scrooge.
Fred: Scrooge's nephew. Fred's life is fulfilled through his joy, kindness & interactions with others. Scrooge's foil. Keywords: Optimistic, forgiving, compassionate	"I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time." "Scrooge's offences carry their own punishment. Who suffers? Himself!"	Dickens includes biblical allusions, like Marley referencing Jesus' birth, to reinforce Christian values.
Tiny Tim: The son of Bob Cratchit & Mrs Cratchit. Tiny Tim is a young boy born with physical disabilities that his family are too poor to have treated, yet he still remains positive. Keywords: Frail, ill, good, religious	"Tiny Tim hoped the people saw him in the church, because he was a cripple, and remember upon Christmas day, who made lame beggars walk, and blind men see." "God bless us every one"	Marley's chains symbolise regret and self-inflicted punishment, showing that actions have consequences.

Shakespeare & the 19th Century Novel: 1h 45 min | A Christmas Carol | 40% of Literature Mark

AQA ENGLISH LITERATURE PAPER 1



What	Where	How	Why
Write a topic sentence summarising what you are going to analyse.	Select a quotation to support your answer.	Analyse your quotation: picking out a specific word /device and explain the connotations/ effect . (Layer your analysis)	Explain how the reader/ audience might react to this and why the writer has presented the theme/ character/ setting/ idea in this way.
•is presented as.... • Through the use of.....the writer shows.....	• The writer describes→ include a quotation • The narrator explains..... → include a quotation	• The use of the word (noun/verb/adjective/adv erb) "....." emphasises... • Additionally, the [Language technique] "...." could imply...	• The writer wants the reader to understand that.... • The writer does this to.... • Additionally, the reader could....
A good topic sentence will: □ It answers the question. □ It says something accurate. □ It focuses on one thing.	A suitable quotation will: □ It supports your point. □ It's short. □ It allows you to say a lot about a little.	A good 'how' will: □ Zoom in on a specific word/technique □ Explores the connotations. □ Explore the effect of the devices	A good "why" will: □ Identify relevant context. Why would the author write this? □ How would the intended reader/ audience react? □ How would a modern audience react?

How to revise:

- Know the text thoroughly. Use your revision guide and revision materials to make sure you are 100% confident about the **plot, the characters, the themes, the context, the language and key symbols**. Write out notes / plans / mind map for each of these areas
- Memorise key quotes from the play. Use the definitive list of quotes (ask your teacher) and learn them. Make sure you understand the connotations and meaning
- Have thorough understanding of the key scenes and speeches in the play but be aware that the choice of extract may not be one you were expecting. The best revision for this is to feel confident about the whole play
- Learn ambitious and sophisticated vocabulary to talk about the play
- Learn literary devices/language techniques
- Practise writing essays to time about the play.

Modern Texts and Poetry: 2hr 15mins | An Inspector Calls | 60% of Literature Mark

AQA ENGLISH LITERATURE PAPER 2

Section A = 34 marks

Section B = 30 marks

Section C = 24 marks & 8 marks

AO1 AO2 = 83%; AO3 = 12%; AO4 = 5%



Either/Or

Choice of one of two questions eg. *How does Priestley explore age differences in 'An Inspector Calls'?*

- Age difference between characters
- Age difference shown by way he writes

45 mins

8 mins to plan, jot down quotes

35 mins to write

2 minutes to reread work

Summary

Act 1 - Set in April 1912 in Brumley, UK, the Birling family and Gerald Croft are celebrating Sheila Birling's engagement. During dinner, Mr Birling lectures about individualism. Their evening is interrupted by **Inspector Goole**, who announces he's investigating the **suicide of a young woman**, Eva Smith. Mr Birling admits to firing Eva in 1910 for striking over low wages. Sheila confesses to having her dismissed from a department store for perceived rudeness. The Inspector reveals Eva later went by the name **Daisy Renton**. Gerald, disturbed, admits to an **affair with Daisy** the previous year, and Sheila breaks off the engagement.

Act 2 - Mrs Birling admits to refusing aid to Eva when she sought help from a charity, under the name "Mrs Birling." Offended and unaware of Eva's true identity or circumstances, she insisted the **father of the unborn child** take full responsibility.

Act 3 - It is revealed that **Eric** is the father. He stole money to support Eva, but she refused it. The Inspector delivers a final, powerful speech on social responsibility and leaves. Suspicious, the family discovers Goole isn't a real inspector and no suicide has been reported. Mr and Mrs Birling, along with Gerald, are relieved and dismiss the events. However, **Sheila and Eric remain shaken**. Just as the family begins to relax, the phone rings—a **girl has just died**, and a **real inspector is on his way** to question them.

AO1: Read and understand texts Use textual reference & quotations to support & illustrate points

AO2: Analyse language, form and structure using relevant subject terminology

AO3: Show understanding of the relationship between text and contexts

AO4: Use a range of vocabulary & sentences structures for purpose & effect with accurate SPaG

Context

1912: Set just before WWI and Titanic disaster, during a time of industrial growth, rising tensions, & the decline of the rigid class system. The Labour Party was emerging, & the seeds of revolution (e.g., Russia in 1917) were being sown.

1945: Written after WWII, when people were recovering from war & seeking social reform. Class divisions had weakened, women's roles were valued more, & the Labour Party had just defeated the Conservatives the election.

Wealth, Power & Influence: The Birlings and Crofts represent the upper class, using their status for personal gain at the expense of others.

Blame & Responsibility: Each character contributes to Eva Smith's downfall, raising questions about personal & social responsibility.

Public vs Private: The Birlings maintain a respectable public image, but their private actions reveal selfishness and moral failure, impacting others.

Morality & Legality: Contrasts legal wrongdoing with moral failings, showing that legal innocence doesn't absolve moral guilt.

Class Politics: Capitalism (Mr Birling) & socialism (Inspector Goole) clash, highlighting the link between characters' politics & behaviour.

Prejudice: The Birlings hold strong class-based prejudices, acting on them in ways that harm the vulnerable & reinforce inequality.

Young vs Old: The younger generation (Sheila, Eric) show openness & change, while the older (Mr and Mrs Birling) cling to outdated views, revealing a generational divide.

Key themes

•Capitalism vs Socialism:

Priestley critiques the selfish nature of capitalism and advocates for a fairer, socialist future, shaped by the lessons of two world wars.

•**Generation gap:** He contrasts the rigid views of the older generation with the younger generation's openness to change & progress.

•**Responsibility:** The play encourages audiences to reflect on both personal & collective responsibility, supporting the idea of a socialist welfare state.

•**Hypocrisy:** Priestley exposes the moral hypocrisy of Edwardian middle-class society, where outward respectability was valued more than genuine morality.

•**Sinfulness:** Characters are seen as representations of the Seven Deadly Sins, highlighting universal human flaws & moral failings.

•**Gender divide:** Through Eva & Sheila, Priestley critiques the unequal treatment of women in Edwardian society while showcasing women's capacity to drive societal change.

Modern Texts and Poetry: 2hr 15mins | An Inspector Calls | 60% of Literature Mark

AQA ENGLISH LITERATURE PAPER 2

Characterisation	Key Quotations	Key Vocabulary
Inspector Goole: Priestley's mouthpiece; advocates social justice; serves as the Birlings' conscience Keywords: Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious, imposing, sardonic, omnipotent	"We don't live alone. We are members of one body. We are responsible for each other." "Public men, Mr Birling, have responsibilities as well as privileges." "you're offering money at the wrong time"	By setting the play antebellum, Priestley uses dramatic irony to make the audience distrust Birling. The Inspector's role creates a linear structure, as he questions each character in turn, revealing a moral chain of events. Priestley uses foreshadowing when Sheila mentions Gerald's odd behaviour 'last summer', hinting at his affair. Dramatic pauses during the Inspector's questioning build tension and discomfort. The Inspector uses emotive language like 'friendless' and 'desperate' to describe Eva's situation. In his final speech, the Inspector uses anaphora, repeating 'we' to stress social unity. Each act ends on a cliffhanger, keeping the audience in suspense. The play's cyclical structure is shown as it begins and ends with an inspector's call. Key themes in the play include class, gender, morality, and responsibility. It's a morality play that teaches the difference between virtue and evil.
Mr. Arthur Birling: Businessman; capitalist; against social equality; a self-made man (new-money) Keywords: Capitalist, arrogant, foolish, Panglossian, emasculate, prejudice, ignorant, selfish, stubborn, vainglorious	"A man has to mind his own business and look after himself and his own." "If you don't come down hard on these people they'd soon be asking for the earth" "The famous younger generation who know it all"	
Mrs. Sybil Birling: Husband's social superior; believes in personal responsibility Keywords: Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless	"As if a girl of that sort would ever refuse money", "that was one of the things that prejudiced me against her case" "I accept no blame for it at all" "He should be made an example of" "I did nothing I'm ashamed of"	
Sheila Birling: Young girl; comes to change views and pities Eva; feels regret Keywords: Transformative, remorseful, socialist, pseudo-inspector, sensitive, astute, strong-minded, empowered	"But these girls aren't cheap labour, they're people." "You mustn't try to build up a kind of wall between us and that girl. If you do, then the Inspector will just break it down." "Look Mummy isn't it a beauty?" "it frightens me the way you talk"	
Eric Birling: Young man, drinks too much; forces himself on Eva Smith; regrets actions Keywords: Rebellious, reckless, immature, insubordinate, compulsive, desperate, disgraced, dualistic, irresponsible	"not quite at ease", "half shy, half assertive" "I wasn't in love with her or anything. She was pretty and a good sport." "You're not the kind of father a chap could go to when he's in trouble."	
Gerald Croft: Businessman; engaged to Sheila; politically closest to Birling Keywords: Aristocratic, evasive, secretive, dishonest, disingenuous, oleaginous, chivalric, privileged, pragmatic	"well-bred young man about town" "I did keep a girl last summer. I've admitted it." "I didn't install her there so that I could make love to her." "everything's all right now Sheila...what about this ring?"	
Eva Smith: Unseen in play; comes to stand for victims of social injustice (changes her name to Daisy Renton) Keywords: Suffragist, victim, emblematic, allegorical, vulnerable, desperate, socialist, moralistic, principled	"she'd swallowed a lot of strong disinfectant. Burnt her inside out, of course." "She was out of work, penniless, desperate." "There are millions and millions and millions of Eva Smiths."	

Modern Texts and Poetry: 2hr 15mins | An Inspector Calls | 60% of Literature Mark

AQA ENGLISH LITERATURE PAPER 2

How to answer the question:

- **Understand the Question:** Identify the key words and what the question is asking you to do (e.g., analyze, compare, discuss).
- **Identify Key Themes:** An Inspector Calls explores themes like social responsibility, class, age, gender, and guilt.
- **Choose Relevant Points:** Select a few key points or arguments that directly address the question.
 - **Priestley's Ideas:** Consider what Priestley is trying to convey through the play, such as the importance of social responsibility and the dangers of class inequality.
 - **Character Analysis:** Analyze how characters like Mr. Birling, Sheila, and the Inspector are presented and how they represent different ideas.
 - **Language and Structure:** Pay attention to Priestley's use of language, symbolism, and dramatic structure to create meaning.
- **Structure Your Answer:**
 - **Introduction** (Same as Paper 1)
 - **Point 1** (WWHW) – How is this character(s) presented at the start?
 - **Point 2** (WWHW) – How is this character(s) presented in the middle?/ What ideas do they represent?
 - **Point 3** (WWHW) – How is the character(s) presented at the end of the play?
 - **Conclusion** (Same as paper 1)

Beginning: selfish, immature
Middle: wants her mother to realise what she has done wrong
End: evident change

Character should be explored through key themes

Example 1:

How and why does Sheila change in *An Inspector Calls*?

Write about:

- How Sheila responds to her family and to the Inspector
- How Priestley presents Sheila by the ways he writes.

Context: socialist vs capitalist mindset, class division, women 1912 vs 1945

Birling: responsible for himself
Mrs Birling: older generation not capable of taking responsibility
Gerald?
Goole?
Sheila: repenting
Eric: is caught out, but tells the whole truth

Key themes should be explored through characters

Example 2:

How does Priestley explore responsibility in *An Inspector Calls*?

Write about:

- the ideas about responsibility in *An Inspector Calls*
- How Priestley presents Sheila by the ways he writes.

Context: socialist vs capitalist, class division, morality and legality

How to revise:

- Know the text thoroughly. Use your revision guide and revision materials to make sure you are 100% confident about the **plot, the characters, the themes, the context, the language and key symbols**. Write out notes / plans / mind map for each of these areas
- Memorise key quotes from the play. Use the definitive list of quotes (ask your teacher) and learn them. Make sure you understand the connotations and meaning
- Have thorough understanding of the key scenes and speeches in the play but be aware that the choice of extract may not be one you were expecting. The best revision for this is to feel confident about the whole play
- Learn ambitious and sophisticated vocabulary to talk about the play
- Learn literary devices/language techniques
- Practise writing essays to time about the play

Modern Texts and Poetry: 2hr 15mins | Power and Conflict | 60% of Literature Mark

AQA ENGLISH LITERATURE PAPER 2

Section A = 34 marks
Section B = 30 marks
 Section C = 24 marks & 8 marks
 AO1 AO2 = 83% AO3 = 12% AO4 = 5%

AO1: Read and understand texts Use textual reference & quotations to support & illustrate points
 AO2: Analyse language, form and structure using relevant subject terminology
 AO3: Show understanding of the relationship between text and contexts
 AO4: Use a range of vocabulary and sentences structures for purpose and effect with accurate SPaG

One printed poem
 Then a related Q e.g. 'Compare how poets present attitudes to conflict in Exposure and one other poem'
 45 mins
 8 mins to read and plan
 33 mins to write
 5 mins to re-read work



Poem A	Comparative word	Poem B
Coat hanger statement (Both poems show...)		
What + Where How Why	Similar: similarly, equally, in the same way, just as... so does, both... and... Different: In contrast, however, on the other hand, alternatively, in a different way	What + Where How Why
Link back to coat hanger statement		

Poem Title	Summary	Context	Key Quotations	Key Themes
Ozymandias	A traveller describes the ruins of a once-great statue in the desert, symbolising the inevitable decline of power.	Shelley was a Romantic poet. Ozymandias reflects on the fall of empires and the futility of human power.	"Look on my Works, ye Mighty, and despair!" / "Nothing beside remains."	Power, Time, Legacy, Pride
London	The speaker walks through London, observing widespread suffering caused by political & social oppression.	Written during the Industrial Revolution; Blake criticises political and social structures causing suffering.	"Mind-forg'd manacles" / "Marks of weakness, marks of woe"	Powerlessness, Suffering, Social Injustice, Control
The Prelude (Extract)	A young boy rows a boat and is overwhelmed by the power & beauty of nature, leading to a sense of awe & fear.	Wordsworth was a Romantic poet who celebrated nature's power and its impact on human consciousness.	"Trouble to my dreams" / "A huge peak, black and huge"	Nature, Power, Awe, Fear
My Last Duchess	A Duke shows a painting of his last Duchess, revealing his controlling & jealous nature, & hinting he may have had her killed.	Set in the Renaissance; Browning explores patriarchal power and control within aristocratic marriages.	"I gave commands; Then all smiles stopped together" / "That's my last Duchess painted on the wall"	Power, Control, Jealousy, Status
The Charge of the Light Brigade	A tribute to the bravery of soldiers in a doomed cavalry charge during the Crimean War.	Based on a real event in the Crimean War. Tennyson honours the soldiers' bravery despite military blunder.	"Theirs not to reason why, / Theirs but to do and die" / "Into the valley of Death"	War, Honour, Duty, Patriotism
Exposure	Soldiers suffer from extreme cold and psychological torment in the trenches of WWI.	Owen, a WWI soldier, highlights the mental and physical torment of war. Critical of war's glorification.	"But nothing happens" / "Merciless iced east winds that knife us..."	War, Nature, Suffering, Futility
Bayonet Charge	A soldier rushes across a battlefield, experiencing confusion, fear, and primal instincts.	Hughes captures the raw experience of a WWI soldier, focusing on instinct and emotional confusion in battle.	"Suddenly he awoke and was running" / "His terror's touchy dynamite"	War, Fear, Confusion, Patriotism

Modern Texts and Poetry: 2hr 15mins | Power and Conflict | 60% of Literature Mark

AQA ENGLISH LITERATURE PAPER 2

Poem Title	Summary	Context	Key Quotations	Key Themes
Remains	A soldier recounts shooting a looter, haunted by guilt and trauma long after returning home.	Based on a true story from the Iraq War; Armitage explores the lasting psychological impact on soldiers.	"His bloody life in my bloody hands" / "Probably armed, possibly not"	Guilt, War, Trauma, Memory
Poppies	A mother reflects on sending her son off to war, blending memories with grief and loss.	Weir gives voice to a mother's grief and the domestic impact of war; inspired by modern conflicts.	"I traced the inscriptions on the war memorial" / "Released a song bird from its cage"	War, Loss, Memory, Grief
War Photographer	A photographer develops photos of war, wrestling with the contrast between war zones and everyday life.	Duffy examines the role of the war photographer and society's desensitisation to distant suffering.	"Spools of suffering set out in ordered rows" / "The reader's eyeballs prick with tears"	Conflict, Memory, Media, Detachment
Tissue	Explores the fragility and power of paper as a metaphor for human life and structures.	Dharker uses paper as a metaphor to explore the fragility of life and the structures humans build.	"Paper that lets the light shine through" / "Might fly our lives like paper kites"	Fragility, Power, Identity, Nature
The Emigree	A speaker reflects on a city they left as a child, idealising it despite conflict and displacement.	Inspired by displaced people; Rumens explores memory, identity, and the loss of a homeland.	"My memory of it is sunlight-clear" / "They accuse me of being dark in their free city"	Memory, Identity, Displacement, Conflict
Kamikaze	A kamikaze pilot turns back from his suicide mission, only to be shunned by his family and society.	Explores Japanese kamikaze missions in WWII and the cultural consequences of not fulfilling one's duty.	"He must have wondered which had been the better way to die" / "A tuna, the dark prince, muscular, dangerous."	Duty, Honour, Nature, Shame
Checking Out Me History	The speaker critiques the Eurocentric version of history taught to him, reclaiming his cultural identity.	Agard critiques colonial education, celebrating figures from Black history and reclaiming cultural identity.	"Dem tell me / Wha dem want to tell me" / "I carving out me identity"	Identity, Power, History, Rebellion

Comparative Writing

Packing your analysis of two poems into one essay involves planning. There are different ways you could approach writing a comparative essay. These are some points to think about:

- use the introduction to explain the similarities and differences between the poems you are going to write about
- try to balance out the detail you include for each poem (language, structure, tone/mood)
- compare the poems throughout the essay
- comment on content, themes, ideas and attitudes **as well as** form, structure and language
- sum up your thoughts on ways in which the poems are similar and different in your conclusion

Poem A	Comparative word	Poem B
Coat hanger statement (Both poems show...)		
What Where How Why	Similar: similarly, equally, in the same way, just as... so does, both... and... Different: In contrast, however, on the other hand, alternatively, in a different way	What Where How Why
Link back to coat hanger statement		

Modern Texts and Poetry: 2hr 15mins | Unseen Poetry | 60% of Literature Mark

AQA ENGLISH LITERATURE PAPER 2

Section A = 34 marks
Section B = 30 marks
Section C = 24 marks & 8 marks
AO1 AO2 = 83% AO3 = 12% AO4 = 5%

One printed poem. Then a related Q eg.
'How does the poet present ageing?'
35 mins
8 mins to read and plan
25 mins to write
2 minutes to reread work



AO1: Read and understand texts Use textual reference & quotations to support & illustrate points
AO2: Analyse language, form and structure using relevant subject terminology
AO3: Show understanding of the relationship between text and contexts
AO4: Use a range of vocabulary and sentences structures for purpose and effect with accurate SPaG

A second printed poem
'Compare how the poets find family difficult'
15 mins
8 mins to read and plan
10 mins to write
• Practise working with unseen poems and comparison
• AO2 is the assessment objective

Unseen Poetry

Read the poem 2-3 times.

- consider the meaning(s) of the title
- think about first and last lines
- pick out three vivid/'stand out' words/phrases
- highlight emotive words
- find examples of imagery
- highlight verbs
- circle punctuation
- highlight structural features
- highlight alliteration, assonance, onomatopoeia.

Poem A	Comparative word	Poem B
Coat hanger statement (Both poems show...)		
What Where How Why	Similar: similarly, equally, in the same way, just as... so does, both... and... Different: In contrast, however, on the other hand, alternatively, in a different way	What Where How Why
Link back to coat hanger statement		

Poetic Techniques

Language	Structure
Metaphor – comparing one thing to another Simile – comparing two things with 'like' or 'as' Personification – giving human qualities to the nonhuman Imagery – imagining a sight, sound, touch, smell or taste. Tone – the mood or feeling created in a poem. Pathetic Fallacy – giving emotion to weather to create mood Irony – language that says one thing but implies the opposite Colloquial Language – informal, creates a conversational tone or authentic voice. Onomatopoeia – language that sounds like its meaning. Alliteration – words that start with the same letter or sound. Sibilance – the repetition of s or sh sounds. Assonance – the repetition of similar vowel sounds Consonance – repetition of consonant sounds. Plosives – short burst of sound: t, k, p, d, g, or b sound	Stanza – a group of lines in a poem. Repetition – repeated words or phrases Enjambment – a sentence or phrase that runs onto the next line. Caesura – using punctuation to create pauses or stops. Contrast – opposite concepts/feelings in a poem. Juxtaposition – contrasting things placed side by side. Oxymoron – a phrase that contradicts itself. Anaphora – the first word of a stanza is the same across different stanzas. Volta – a turning point in a poem. FORM Speaker – the narrator, or person in the poem. Free verse – poetry that doesn't rhyme. Blank verse – poem in iambic pentameter, but with no rhyme. Sonnet – poem of 14 lines with clear rhyme scheme. Rhyming couplet – a pair of rhyming lines next to each other. Meter – arrangement of stressed/unstressed syllables.

English Literature Revision

AQA ENGLISH LITERATURE PAPER 1 & 2

How can I successfully revise for the literature text (Macbeth, A Christmas Carol, An Inspector Calls)?

📌 What to Focus On

- Plot and Structure
- Create a timeline of key events.
- Use summary videos or plot quizzes (e.g. BBC Bitesize, Mr Bruff on YouTube).
- Practice retelling the story in 10 key quotes.

2. Character Analysis

Select 6-8 key characters to focus on. Create mind maps including key words to describe them, quotations and analysis (scholars should explore motifs), themes they link to, what they represent.

3. Themes

Select 5-6 main themes to focus on. Create colour-coded notes or flashcards including which character and quotations they link to, and why the writer explores that theme.

4. Context

Knowledge dump everything you can remember about context. Go back to your notes, booklets and English book and – using purple pen – fill in gaps in your learning.

Remember that 15-20 minutes of revision a day is better than cramming for two hours before an exam.

👉 Exam Practice

- Practice using WHAT, HOW, WHY while responding to past exam papers – you can find these of Revision World.
- Write a response in 45 minutes.

🧠 Resources

- BBC Bitesize
- Seneca Learning
- Mr Bruff on YouTube
- Revision guides like CGP or York Notes

How can I successfully revise for Poetry?

📌 What to Focus On

1. Key Poems to Know Well

- Exposure
- Kamikaze
- My Last Duchess
- The Emigree
- Remains
- Bayonet Charge

2. Themes to Explore

- Power of Nature
- Power of Humans
- Power of Memory
- Inner Conflict

Mind maps, quote banks, and revision cards are helpful here.

3. Comparison Skills

The exam asks students to compare two poems. You should practise:

- Identifying similarities/differences
- Using connectives (similarly, in contrast, whereas)
- Comparing form, structure, and language

👉 Exam Practice

- Practice comparing two poems in 45 minutes.
- Use a comparison grid (one poem per column) before writing.
- Encourage use of technical terms (e.g. enjambment, caesura, metaphor).

🧠 Resources

- BBC Bitesize – Poetry
- Seneca Learning – Poetry Cluster
- Mr Bruff on YouTube
- Revision guides like CGP or York Notes

GCSE Mathematics and GCSE Statistics – Course Overview

Exam board: Edexcel

GCSE Maths

Paper 1 – Non Calculator

Papers 2 and 3 – Calculator

Formula sheet provided.

On upcoming pages, purple non-calculator Y means definitely non calculator, Unfilled Y means either

GCSE Statistics

Paper 1 and 2 – Calculator

Formula sheet provided for higher tier.

All papers (maths and statistics) are 90 minutes long, 80 marks.

Maths Revision Methods

1. Only revise topics you have been taught in class
2. Use the methods your teacher has taught you and make notes on the following pages
3. Do practice questions on topics you find difficult. These are the best sources:
 - Sparx Independent Practice (watch videos too)
 - <https://www.mathsgenie.co.uk/gcse.php>
 - Tiktok/youtube: neildoesmaths, GCSEmathstutor
4. Do practice/past papers
 - <https://www.mathsgenie.co.uk/papers.php>
5. Calculator: Casio FX-991CW-W-UT (cheapest on Amazon)
6. Recommended Revision Guides:
 - REVISE Edexcel GCSE (9-1) Mathematics Foundation/Higher Revision Workbook published by Pearson (Pale blue cover)

Key Command Words

Simplify fully – answer must be in simplest form

Solve – find the value of x

Express – re-write in another form

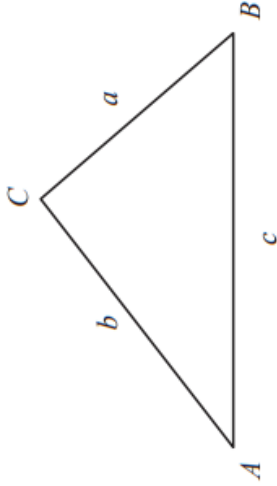
Factorise – Put expression into brackets

Estimate – round all numbers to one significant figure before calculating

Show that - show every step of working, no marks given for final answer

Prove – More formal than 'show', all steps must be present. For shapes use maths/reason table, for algebra use even/odd number expressions

GCSE Maths – Higher Formula sheet

Perimeter, area and volume Where a and b are the lengths of the parallel sides and h is their perpendicular separation: Area of a trapezium = $\frac{1}{2} (a + b) h$ Volume of a prism = area of cross section $\times$ length Where r is the radius and d is the diameter: Circumference of a circle = $2\pi r = \pi d$ Area of a circle = πr^2	Quadratic formula The solution of $ax^2 + bx + c = 0$ where $a \neq 0$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Pythagoras' Theorem and Trigonometry   In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse: $a^2 + b^2 = c^2$ In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse: $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$ In any triangle ABC where a, b and c are the length of the sides: sine rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$ Area of triangle = $\frac{1}{2} a b \sin C$	In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse: $a^2 + b^2 = c^2$ In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse: $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$ In any triangle ABC where a, b and c are the length of the sides: sine rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$ Area of triangle = $\frac{1}{2} a b \sin C$
Compound Interest Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded: $\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$	Probability Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B: $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ $P(A \text{ and } B) = P(A \text{ given } B) P(B)$

GCSE Statistics – Higher Formula sheet

$$\text{Skew} = \frac{3(\text{mean} - \text{median})}{\text{standard deviation}}$$

$$\text{Standard deviation} = \sqrt{\frac{1}{n} \sum (x - \bar{x})^2}$$

An alternative formula for standard deviation is

$$\text{standard deviation} = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

Spearman's rank correlation coefficient

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

$$\text{Rates of change (e.g. Crude birth rate} = \frac{\text{number of births} \times 1000}{\text{total population}})$$

Algebra (Higher)

Non Cal		Frequency	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Y	Substitution	1		Bracket-Bracket				
Y	Linear sequences	2		Find the gap (will be same difference) – stick to n Go back to the 0th term				
Y	Quadratic sequences	1		$2a = 2\text{nd difference}$, $3a+b = 1\text{st difference}$, $a+b+c = \text{first number}$				
Y	Geometric sequences	2		Find the gap (what do you multiply to get the next term)				
Y	Fibonacci sequence	3		Add previous two terms to get the next term				
Y	Expanding single brackets	2						
Y	Expanding double brackets	1		Grid, work the diagonals!				
Y	Expanding three brackets	1		Grid, work the diagonals!				
Y	Factorising	1		Grid				
Y	Difference of 2 squares	1		Look out for square number subtract square number				
	Solving quadratics using formula	2		Always make sure the equation = 0 before you find a,b and c On formula sheet: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$, Always find $b^2 - 4ac$ first!				
Y	Complete the square, turning points and roots	3		Roots, Solutions = x intercepts				
Y	Algebraic fractions	1		Factorise to get rid of common factors				
Y	Quadratic inequalities	1		Factorise, Sketch graph				
Y	Index laws	1		negative = reciprocal, fraction = root				
Y	Rearranging formula	2		back up method: if you can't combine you must factorise!				
Y	Represent inequality on number line	2		Empty circle = > or <, Filled circle $\leq$ or $\geq$				
Y	Regions (inequalities)	2		Dotted line < or >, full line $\leq$ or $\geq$				

Algebra (Higher)

Non Cal		Frequenc y	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Y	Functions	1						
Y	Forming equations	2						
Y	Algebraic proof	3		$2n = \text{even}, 2n+1 = \text{odd}$				
Y	Plotting linear graph	1		Bracket-Bracket, start with the positive x values!				
Y	Plotting quadratic	3		Bracket-Bracket, check shape, start with the positive x values!				
Y	Plotting cubic	1		Bracket-Bracket, check shape, start with the positive x values!				
Y	Find the equation of a line	2		$y = mx + c, m = \frac{\text{Change in } y}{\text{change in } x}$				
Y	Find equation of a parallel or perpendicular line	1		Parallel = same gradient, perpendicular = reciprocal and change sign				
Y	Interpreting real life graphs	2		Gradient = rate of change, y-intercept = starting value				
Y	Types of graphs	2						
Y	Gradient of a curve	2		Draw tangent, find the gradient of the tangent				
Y	Finding the area under the graph	2		Split into strips area of a trapezium = $\frac{1}{2}(a+b) \times h$ OR area of a triangle = $\frac{1}{2} \times \text{base} \times \text{height}$				
	Circles and tangents (eqn of circle)	2						
Y	Linear simultaneous equations	2		When you have two unknowns (normally x and y) Match one unknown by scaling to a common factor, Same Signs Subtract (SSS) or Different Signs Add (DSA)				
Y	Graphical simultaneous equations	3		Solution = where the lines cross				
Y	Quadratic simultaneous equations	2		Substitution to eliminate one unknown				

Geometry (Higher)

Non Cal		Frequenc y	Taught	Method	Revised in class?	Revised independtl y?	RAG	Revised again?
Y	Area with missing sides	1						
Y	Volume of prisms/filling containers	1						
Y	Plans and elevations	2						
Y	Surface area & volume of prisms	1						
Y	Surface area & volume of complex shapes	1		Look at the formula sheet – formulars are given				
	Area of sectors and circles	1						
	Perimeters of sectors and circles	2						
Y	Areas and Perimeter involving circles/sectors/shaded areas	2						
Y	Perimeter and area algebraic	2						
Y	Similar shapes/LAV	1						
Y	Congruent triangles/proof	2		Maths/reason table				
Y	Angles in a triangle	1						
Y	Angles on parallel lines	2		F angles = Corresponding angles, Z angles = Alternate angles. F and Z angles must stay on the cut line! Build a Maths Reason table				
Y	Angles in parallelogram	2		Opposite angles are equal Next door angles add up to 180° (Co-Interior)				
Y	Int and Ex angles in regular polygons	2		I (Interior angle) = E (Exterior angle) = N (Number of sides) =				
Y	Pythagoras	1		$a^2+b^2 = h^2$ (on formula sheet) Square, Square (you pick: add/subtract) then square root				
Y	Median from frequency table	2						

Geometry (Higher)

Non Cal		Frequenc y	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
	SOH CAH TOA	1		- Label the triangle - Select Sin, Cos or Tan, use your triangle - To find the angle use $\sin^{-1}(\text{answer})$, $\cos^{-1}(\text{answer})$, $\tan^{-1}(\text{answer})$,				
	Sine or cosine rule	1						
	Area of triangle $1/2ab\sin C$	1						
Y	Trig exact values	3		$\sin(30) = 0.5$				
	3D Trig	2						
Y	Trig graphs	3						
Y	Vectors	1						
Y	Circle theorems	1						
	Prove two vectors are parallel	2		Find an expression for each vector – they will be multiples of each other				
Y	Circle theorems proofs	3						
Y	Transformations	1						
Y	Graphs transformations	1						
Y	Bearings	3		Draw North, clockwise, three digits				
Y	Constructions/loci	3						
Y	Transformations - negative SF	3						

Number (Higher)

Non Cal		Frequenc y	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
	Using a calculator	1						
Y	Ratio - sharing an amount by a ratio	1		Ratio table				
Y	Ratio - combining two ratios using a common multiple	1		Scale up to the common term				
Y	Multi step - Fractions, ratio, % worded question	1						
Y	Fraction calculations	2						
Y	Recurring decimals	1		x = Multiply by 10 until you have the same recurrence after the decimal point.				
	Percentage profit/change/inc/dec	1		Subtract $\frac{\text{actual change}}{\text{original value}} \times 100$				
	Compound percentages	1		Original $\times$ multiplier number of years = New Value				
	Reverse percentage	1		DIVIDE				
Y	Product of prime factors	1		Factor tree				
Y	HCF of big numbers	1		Factor tree, Venn Diagram, MIDDLE				
Y	Wording LCM and HCF	1						
Y	Estimation	1		Round to 1 sf But: If you are asked to $\sqrt{\text{(any number)}}$ you must round to the nearest square number				
Y	Error interval	1						
	Bounds	1						
Y	Truncating	3						

Number (Higher)

Non Cal		Frequenc y	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Y	Distance speed time questions	1		Build your table Speed cannot be combined. Ensure Time is in one correct unit!				
	Mass Density Volume	1		Build your table Density cannot be combined.				
	Pressure, force, area	3						
Y	Best buys	1		Middle man method				
	Exchange rates	2						
Y	Direct/inverse proportion	1		Build a table				
Y	Proportion graphs	2						
Y	Simplifying surds	1		List all the factors Find square factors and DROP them out of the surd				
Y	Expanding surds	1		Grid, number x number and surd x surd				
Y	Rationalising surds	1						
Y	Standard form	1						
Y	Fractional/negative indices	1						
Y	Product Rule for Counting	1		If the order is not important you need to delete the multiples ($\div 2$ or $\div 6$ if 3)				
	Iteration	1		The x_1, x_2, x_3 are estimates of the solutions to the equations. Give your calculator the first solution and copy equation into your calculator				
Y	Capture and Recapture	2		Assumption: The population is in proportion to the sample				
Y	Exponential relationships/graphs	3						

Statistics (In Higher GCSE Maths, purple = also in GCSE statistics)

Non Cal		Frequency	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Y	Cumulative frequency graphs	1		Running Total, End Points, Smooth Curve, Less Than.				
Y	Box plots	1		Box represents the IQR				
Y	Comparing box plots worded questions	1		On average....[Median] IQR you must use the word 'consistent'				
Y	Frequency polygon	1		Mid-point, RULER, Hangs like mountains				
Y	Scatter diagram	1		Relationship = tell the story (not correlation)				
Y	Histograms	1		Assumption = the data is uniformly spread in each group. If no y axis – COUNT SQUARES				
Y	Time Series	3						
Y	Trend graphs	3						
Y	Pie charts	3						
Y	Missing probabilities in a table	1		Always add up to 1. Note: if something is 5 times bigger you have 6 parts to consider				
Y	Probability estimation	1						
Y	Independent Events	1		Events do not influence each other, probability of rain and getting grade 9				
Y	Probability tree diagrams (independent)	1						
Y	Probability tree diagrams (conditional)	2		Denominator decreases by one. The same item must also decrease by one.				
Y	Venn diagrams	1		Always start in the middle when completing. U - 'OR' everything in all groups, $\cap$ - 'AND' just the middle section				
Y	Algebraic probability tree	3						
	Estimate Mean from a grouped frequency table	1						
Y	Median from frequency table	2						
Y	Mean of means	2		Table - compound measure at end				

GCSE Statistics (Foundation, purple = also in GCSE Maths)

	Frequency	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Types of Data	2						
Sampling	1						
Questionnaires	1						
Outliers/cleaning data	1						
Investigation plan	2						
Bar Chart	1						
Composite Bar chart	1						
Multiple bar chart	2						
Tally charts	1						
2 way table	2						
Pictogram	1						
Scatter graphs	1		Relationship = tell the story (not correlation)				
Time series data	1						
Choropleth map	1						
Interpreting cumulative freq diagram	2						
Box plot	2		Box represents the IQR				
Histogram	2						
Frequency polygon	2		Mid-point, RULER, Hangs like mountains				
Pie charts	2						
Population Pyramid	2						
Venn diagrams	2		Always start in the middle when completing. U - 'OR' everything in all groups, $\cap$ - 'AND' just the middle section				
Vertical Line Chart	3						
Stem and leaf	3						
Cumulative Freq Step Polygon	3						

GCSE Statistics (Foundation, purple = also in GCSE Maths)

	Frequency	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Basic averages and range	1						
Compare distributions	1						
Mean from freq table	1						
Relative risk	2						
Crude birth rate (formula given)	2						
Skew	2						
Simple index number	2						
Correlation coefficient	3						
Median or quartiles from grouped data (interpolation)	3						
Moving averages	3						
Probability words/scale	1						
Find Probability	2						
Probability Tree	2						
Expected outcomes	2						
Fair/Biased	2						
Sample space diagram	3						

GCSE Statistics (Higher, purple = also in GCSE Maths)

	Frequency	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Sampling	1						
Hypothesis	2						
Questionnaire/data collection sheets	1						
Plan to collect, process and present data	2						
Control Chart	2						
Type of variables	3						
Simulations	3						
Pilot study	3						
Cumulative Frequency	2		Running Total, End Points, Smooth Curve, Less Than.				
Box Plots	1		Box represents the IQR				
Histogram	1		Frequency on y axis if equal groups, frequency density on y axis if unequal groups				
Seasonal variation and trend lines	1						
Regression line/Line of Best Fit	1						
Comparative pie charts	2						
Stem and leaf	2						
Venn diagrams	2		Always start in the middle when completing. U - 'OR' everything in all groups, $\cap$ - 'AND' just the middle section				
Population pyramid	2						
Choropleth map	2						
Skew from diagrams	3						
Frequency polygon	3		Mid-point, RULER, Hangs like mountains				
Composite bar chart	3						
Cumulative Frequency step polygon	3						
Choice of charts	1						

GCSE Statistics (Higher, purple = also in GCSE Maths)

	Frequency	Taught	Method	Revised in class?	Revised independently?	RAG	Revised again?
Index Numbers	1						
Capture - recapture	1						
Determining outliers/cleaning data	3						
Compare distributions (including Using SD)	1		On average....[Median] IQR you must use the word 'consistent'				
Calculating and interpreting Correlation coefficients	1						
Standardised scores	1						
Mean from frequency table	2						
Calculating Skew from summary stats	2						
Moving average	2						
Geometric Means	2						
Relative risk	2						
Median from grouped data (interpolation)	3						
Weighted mean	3						
Crude rates	3						
Interpercentile range	3						
Calculating standard deviation	3						
Probability tree	2						
Conditional probabilities (venn/tree diagram)	2						
Normal distribution	1						
Binomial distribution	2						

Science Y11 Combined and Triple

Cycle 1

Exam Board AQA

Y11 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	B5 Homeostasis and Response	C6 The Rate and Extent of Chemical Change	P5 Forces
3&4	B5 Homeostasis and Response	C6 The Rate and Extent of Chemical Change	P5 Forces
5&6	B5 Homeostasis and Response	C6 The Rate and Extent of Chemical Change	P5 Forces
7&8	Mocks Paper 1	Mocks Paper 1	Mocks Paper 1
9&10	B6 Inheritance, Variation and Evolution	C7 Organic Chemistry	P6 waves
11&12	Reteach	Reteach	Reteach

Science Y11 Combined and Triple

Cycle 2

Exam Board AQA

Y11 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	B6 Inheritance, Variation and Evolution	C8 Chemical Analysis	P6 Waves
3&4	B7 Ecology	C9 Chemistry of the Atmosphere	P7 Magnetism and Electromagnetism
5&6	B7Ecology	C10 Using Resources	P7 Magnetism and Electromagnetism
7&8	Mocks Paper 2	Mocks Paper 2	Mocks Paper 2
9&10	Revision	Revision	Revision
11&12	Reteach	Reteach	Reteach

Science Y11 Combined and Triple

Cycle 3

Exam Board AQA

Y11 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	Revision	Revision	Revision
3&4	Revision	Revision	Revision
5&6	GCSE Exams with Revision	GCSE Exams with Revision	GCSE Exams with Revision
7&8	GCSE Exams with Revision	GCSE Exams with Revision	GCSE Exams with Revision
9&10	GCSE Exams	GCSE Exams	GCSE Exams
11&12			

Core PE in Y11

2 x 1-hour lessons per week – you will be assigned one pathway to follow for the year

Pathways:

1. Perfect for those that enjoy team games

Field

–

Sports hall

–

Hardcourt

–

Fitness Suite



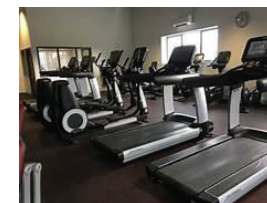
Football
Cricket
Softball
Tag Rugby



Basketball
Badminton
Dodgeball
Football
Netball
Cricket



Netball
Tennis
Handball
Football



Individual/
group workouts
Weight training
Cardio training
HIIT training

2. Perfect for those who enjoy a mixture of team and individual sports

Fitness Suite

–

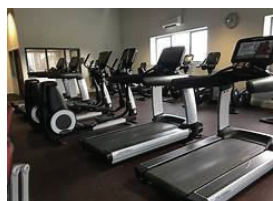
Field

–

Sports hall

–

Hardcourt



Individual/
group workouts
Weight training
Cardio training
HIIT training



Football
Cricket
Softball
Tag Rugby



Basketball
Badminton
Dodgeball
Football
Netball
Cricket



Netball
Tennis
Handball
Football

3. Perfect for those who play/participate just for fun

Sports hall

–

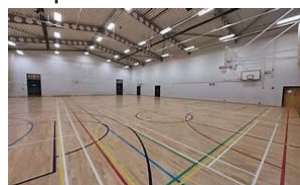
Lower Gym

–

Fitness suite

–

Sports hall



Basketball
Badminton
Dodgeball
Football
Netball



Dodgeball
Benchball
Gymnastics
Fitness



Individual/
group workouts
Weight training
Cardio training
HIIT training



Basketball
Badminton
Dodgeball
Football
Netball
Cricket

The importance of Core PE in Y11

Health

"a state of physical, mental and social wellbeing and not merely the absence of disease or infirmity" (WHO, 1948)

Physical

Physical health describes the condition of your body. This includes whether you have an illness, injury or a health condition.

Social

Social health can be defined as our ability to interact and form meaningful relationships with others. It also relates to how comfortably we can adapt in social situations.

Mental

a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment.

Physical and Mental Health benefits of PE

Physical activity
for children and young people
(5–18 Years)

BUILDS CONFIDENCE & SOCIAL SKILLS	MAINTAINS HEALTHY WEIGHT
DEVELOPS CO-ORDINATION	STRENGTHENS MUSCLES & BONES
IMPROVES CONCENTRATION & LEARNING	IMPROVES SLEEP
	IMPROVES HEALTH & FITNESS
	MAKES YOU FEEL GOOD

Be physically active

Spread activity throughout the day

Aim for at least 60 minutes everyday

All activities should make you breathe faster & feel warmer

PLAY	RUN/WALK	BIKE	ACTIVE TRAVEL
SWIM	SKATE	SPORT	PE
SKIP	CLIMB	WORKOUT	DANCE

Include muscle and bone strengthening activities 3 TIMES PER WEEK

Sit less

LOUNGING

Move more

Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

UK Chief Medical Officers' Guidelines 2011 **Start Active, Stay Active:** www.bit.ly/startactive

Choose an active lifestyle!

THE MENTAL HEALTH BENEFITS OF EXERCISE
FOR CHILDREN AND TEENAGERS

Increases self esteem	Improves social wellbeing	Improves attention	Improves decision making	Improves personal growth	Reduces risk of depression
Reduces anxiety	Can help children feel as though they are in charge of situation	Improves sleep	Increases autonomy	Can provide children with a more positive view of themselves	Increases confidence
Reduces stress					

@BELIEVEPHQ

What PE can equip you with

Health

1. An improved mental health
2. A healthy lifestyle
3. Increased physical activity levels
4. Decrease chances of health problems
5. The sense of belonging to a team or sport
6. Motivation to achieve or be successful
7. Drive to succeed
8. Improved self esteem
9. A variety of friends

Lifelong skills

1. The ability to play a variety of sports with friends and family and understand rules and regulations
2. The chance to provide others with the opportunity to play a variety of sports
3. The motivation to involve yourself and others in sport
4. The ability to respond to criticism and feedback
5. Fosters social skills for the future

Interpersonal Skills

1. Evaluation
2. Good communicator
3. Good leader
4. Resilient
5. Problem solving
6. Independence
7. Emotional intelligence
8. Leadership
9. Communication
10. Self confidence
11. Sportsmanship
12. Focus and concentration
13. Creativity
14. Decision making
15. Motivation
16. Improved physical fitness (speed, stamina, core stability, strength, flexibility, balance)
17. Kinesthetic awareness
18. Respect and tolerance

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Careers, Information and Guidance (CIAG)	Support and advice that helps young people make decisions about their future education, training, and careers.	I used Careers, Information and Guidance (CIAG) to help me choose my post-16 options.
2	Pathway	A route or plan that leads to a particular goal or outcome.	I chose a pathway that will help me get into university.
3	Decision	A choice made after thinking carefully about different options.	I made a decision to apply to both college and sixth form.
4	Harassment	Repeated unwanted behaviour that makes someone feel uncomfortable, upset, or unsafe.	Sending mean messages online can be classed as harassment .
5	Consequences	The results or effects of an action or decision.	Sharing harmful content can lead to serious consequences .
6	Responsible	Being accountable for your actions and making sensible choices.	I am responsible for what I post online.
7	Manage	To organise, control, or deal with something effectively.	I need to manage my time well during exams.
8	Respect	Treating others with care, fairness, and understanding.	A healthy relationship is built on respect .
9	Support	Help or assistance given to someone when they need it.	I can ask a teacher for support if I feel overwhelmed.
10	Protect	To keep someone or something safe from harm.	I use privacy settings to protect my personal information.

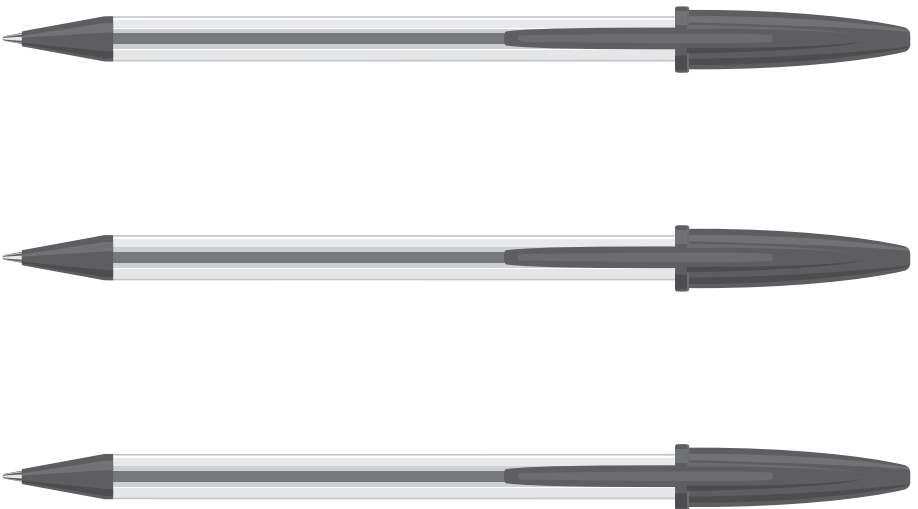
Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	A Levels	Academic qualifications studied after Year 11, usually in three subjects.	I chose A Levels because I want to go to university.
2	T Levels	Technical qualifications that combine study with work experience.	T Levels include an industry placement with an employer.
3	Apprenticeship	A job where you earn money while training and gaining qualifications.	An apprenticeship allows me to learn skills while working.
4	Vocational	Related to practical skills and specific careers.	BTEC courses are vocational and focused on real-life applications.
5	Industry Placement	Time spent working in a real job as part of a course.	My T Level in health included an industry placement at the John Radcliffe hospital.
6	Explicit Images	Images that show sexual content, which can be illegal if involving under-18s.	Sharing explicit images of minors is against the law.
7	Deepfake	A realistic fake video or image created using AI to deceive people.	Deepfakes can be harmful because they spread false information.
8	Consent	Giving permission for something to happen.	Consent must be clear, informed, and freely given.
9	Coercion	Pressuring or forcing someone into doing something they do not want to do.	Repeatedly asking someone until they give in is a form of coercion .
10	Abuse	Harmful or controlling behaviour towards another person.	Emotional abuse can include controlling or insulting someone.

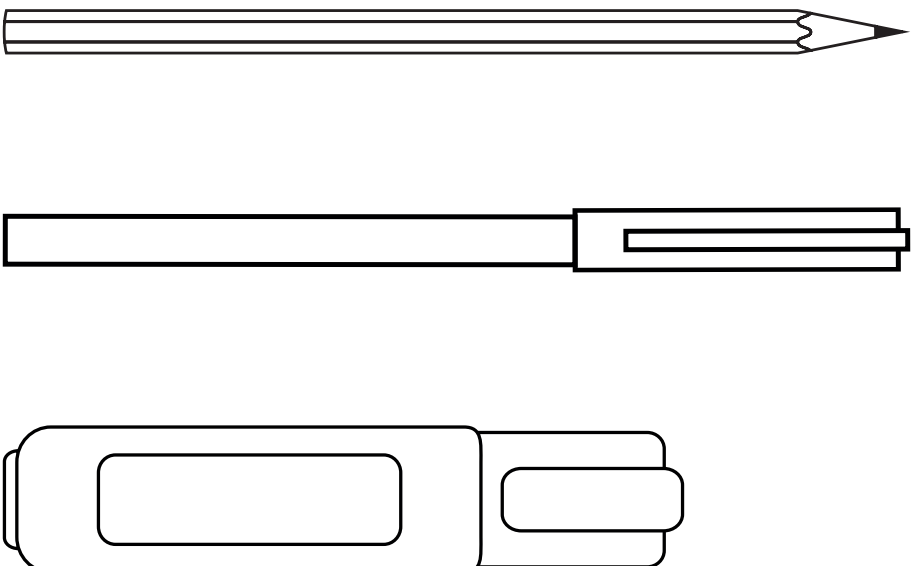
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Tools for Learning

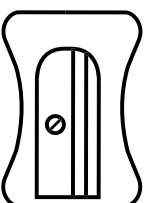
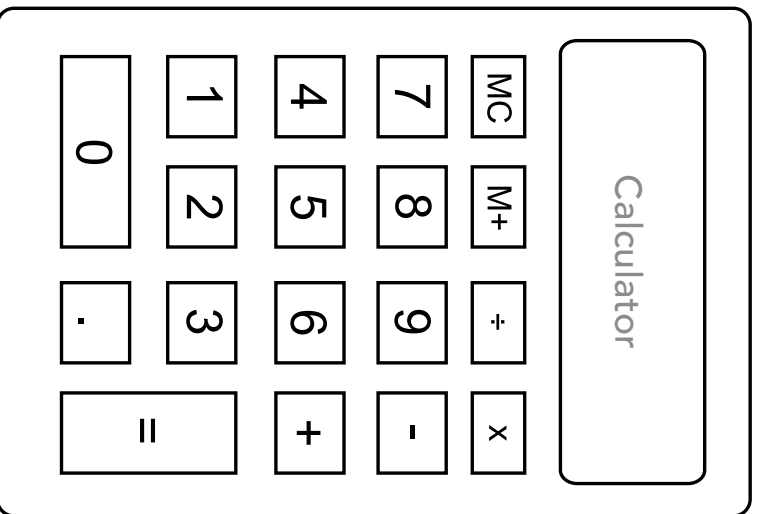
All equipment is available to purchase from the Reprographics Department



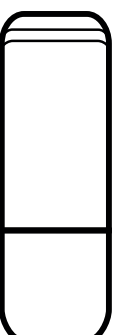
Black, Blue & Purple Pens



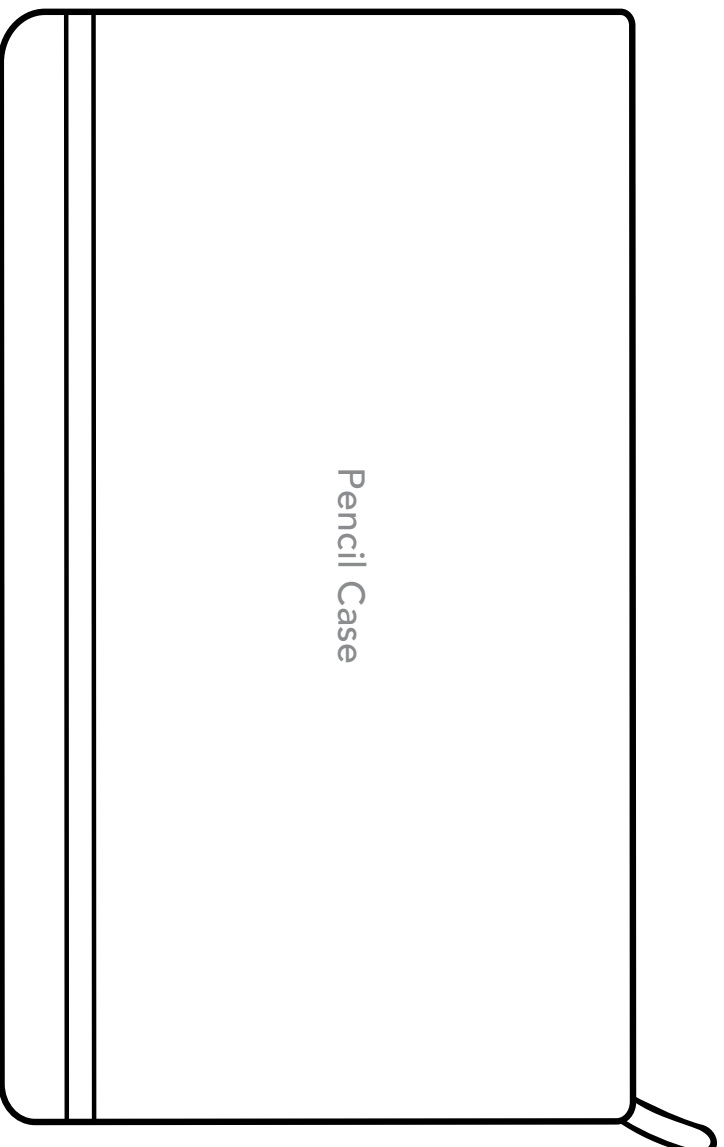
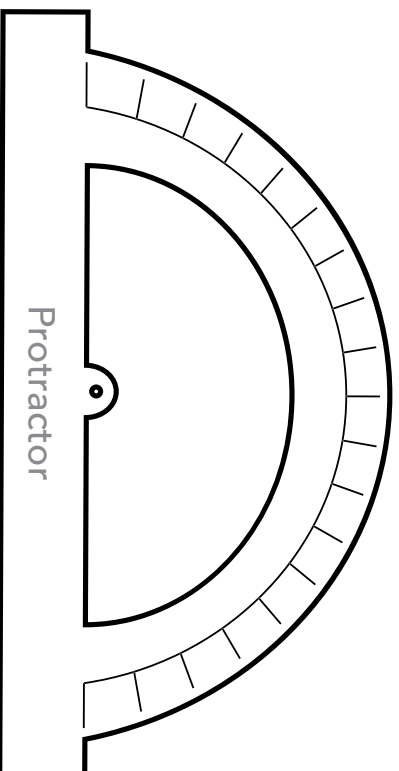
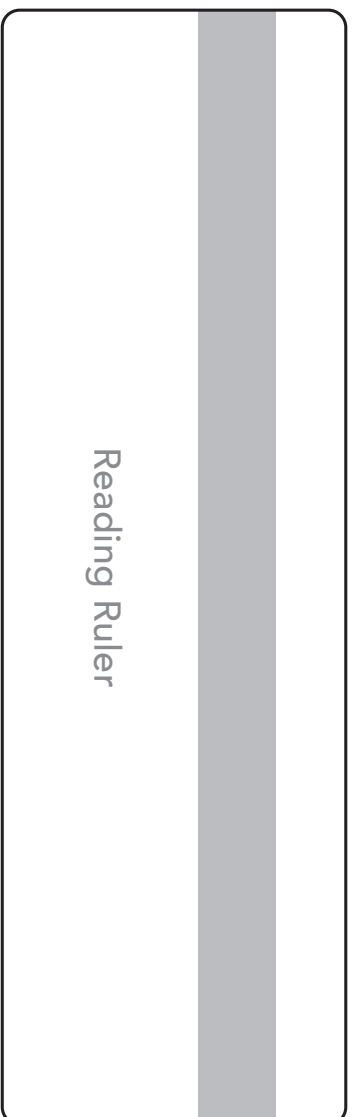
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





anthem

