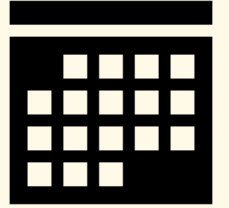


Key dates for your diary



Monday 9th to Friday 20th November

Mock Exams (1)

w/c 7th December

Year 11 Autumn Term Report

Thursday 14th January

Year 11 Parents Evening

Monday 25th January to Friday 5th February

Mock Exams (2)

w/c 15th March

Year 11 Spring Term Report

Monday 10th May to Wednesday 23rd June

GCSE Exams

Wednesday 23rd June

Year 11 Prom

Welcome

- Key messages about success in Year 11.
- Presentations from Maths, English and Science.
- Splitting off into rooms for options subjects. You should have a sheet with your child's subjects on.
- All slides will be available on the school website.

Key questions



How can I help them
to prepare?

What do they need
to revise?

What should
they do to
revise?

Who should they
ask for support?

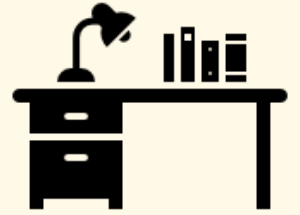
How much is too
much revision?

Where can they find
revision materials?

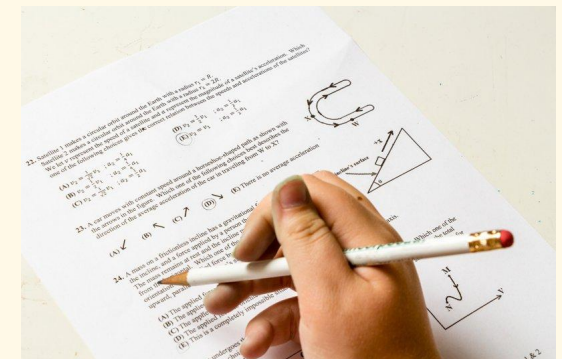
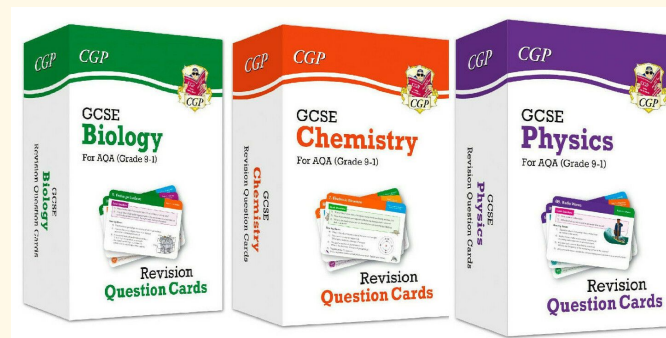
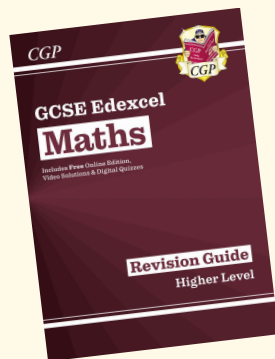
When should they
start their revision?

What should I
be doing to
support them?

Revision strategies



Low Impact	High Impact
Re-reading notes / a revision guide.	Quizzing.
Highlighting.	Self-explanation or teaching someone else.
Copying out revision notes.	Spacing your subjects out over time.
Making flashcards without using them.	Applying understanding to past paper questions.
Mindlessly watching videos on YouTube	Using mind-maps and flashcards to test yourself.



Revision schedules

Revision 2026-2027

The documents below constitute a range of resources to support your revision. Each subject contains a revision schedule which maps out how you should be using your time between now and the GCSE examinations which start on the 10th of May.

If you need further support with your revision, please speak to your tutor, subject teachers, Mr Westley or Mr Hardinge.

English	English Revision Calendar - February and March	PDF
1.	Revision Support Sessions	PDF
2.	Weekly Revision Planner 2024	PDF
Art	Art	PDF
Business	Business	PDF

All subjects available on the school website
(Curriculum ☐ Revision 2026-7)

Exam Board	Recommended revision guide	Support available in school
Edexcel 1MA0	Login to Kerboodle to access the revision book/ textbook. Or use a copy of the textbook in afterschool revision, found in your classroom. 	After school revision: every Thursday in the Maths block or as directed by your teacher



Mathematics - Higher

Revision Schedule 2026-27



Useful online resources	Exam date(s)
The GCSE Maths Padlet contains everything you need to meet and exceed your target grade. Click https://tinyurl.com/colfoxKS4maths or scan the QR code → - Revision top tips and advice - Past Papers - Mock Revision Packs - Full course revision booklets - Full course video tutorial collection Work through this revision schedule to help prepare you for your Maths GCSE, every step of the way. On the GCSE Maths Padlet you will also find a pack of papers for each specific grade. Scroll down the section titled "Y11 Autumn Term Revision" for the grade you're aiming for then click to view 3 papers at that grade. Mark these papers with the given mark schemes. Your teacher will remind you which grades to work through. Do the same during the Spring and Summer terms.	 Paper 1 Friday 14th May Paper 2 Thursday 27th May Paper 3 Monday 14th June

Front sheet with key details for that subject.

Week-by-Week breakdown of what to revise.

Monday 30 th	Topic 1.2.b Applying the Principles of training Optimising training	know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes know different types of training, definitions and examples of: • continuous • fartlek • interval – circuit training – weight training – plyometrics – HIIT (High Intensity Interval Training).			29
October					
Monday 7 th	Topic 1.2.b Applying the Principles of training Optimising training	understand the key components of a warm up and be able to apply examples: • pulse raising • mobility • stretching • dynamic movements • skill rehearsal know the physical benefits of a warm up, including effects on: • warming up muscles/preparing the body for physical activity • body temperature • heart rate • flexibility of muscles and joints • pliability of ligaments and tendons • blood flow and oxygen to muscles • the speed of muscle contraction			28
Monday 14 th	Topic 1.2.b Applying the Principles of training Optimising training	understand the key components of a cool down and be able to apply examples: • low intensity exercise • stretching know the physical benefits of a cool down, including: • helps the body's transition back to a resting state • gradually lowers heart rate • gradually lowers temperature • circulates blood and oxygen • gradually reduces breathing rate • increases removal of waste products such as lactic acid • reduces the risk of muscle soreness and stiffness • aids recovery by stretching muscles.			27

What role can you play as a parent?



- Help them organise their resources.
- Help them to organise their workspace at home.
- Be the guardian of their phone.
- Encourage them to maintain a healthy balance – eating, sleeping, leisure time.
- Discuss their plans for the future.
- Two-way communication with school.

Exam Access Arrangements

- We must follow the JCQ regulations for Exam Access Arrangements.
- Arrangements must be based on a student's **normal way of working in school**. An EHCP, diagnosis or medical letter, for example, does not automatically qualify a student for access arrangements.
- All students have been considered.
- Teachers have been asked to provide feedback on normal ways of working.
- Mocks will include access arrangements where applicable. However, if they are not used, the evidence is weakened and students may not get the arrangement going forward.

For Maths...

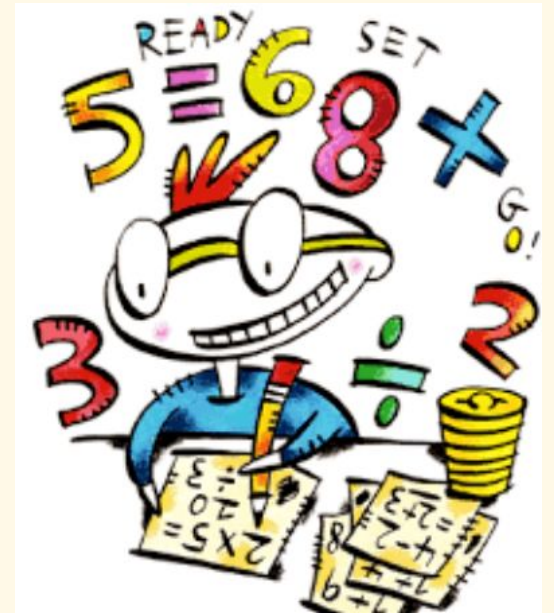
Three exams, 1 hour 30 minutes each

- Paper 1: Non-Calc Friday 14th May
- Paper 2: Calculator Thursday 27th May
- Paper 3: Calculator Monday 14th June

Edexcel: 1MA1

Supported Study:

- Every Tuesday/Thursday after school or as directed by your teacher
- Y11 Further Maths (Grades 7-9) lessons every Tuesday



For Maths...

Homework is set weekly as a written half past paper task. The QR code on the front of each task links directly to a video tutorial.

All students will receive PLCs after sitting the mock exams. **Red** and **Amber** skills need to be worked on first.

The best places to practise maths:

- <https://tinyurl.com/colfoxKS4maths>
- drfrostmaths.com
- corbettmaths.com/5-a-day/gcse

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Mathematics

FOR FULL VIDEO SOLUTIONS
SCAN THE QR CODE

youtube.com/@hannahkettlemaths

Half Past Paper – Week 1

Foundation Tier

Total Marks



Scroll through the termly sections for updated content throughout Y11:

<https://tinyurl.com/colfoxKS4maths>

Padlet

Miss Taylor Maths + 4 • 2m

GCSE Maths Revision

Everything you need to succeed in your Maths GCSEs

Revision Lists, Posters & Knowledge Organisers

Exam Top Tips

Y11 Autumn Term Revision

Autumn "Best Guess" Mock practice

Y11 Spring Term Revision

Higher Knowledge Organisers

Top 3 Studying Tips!

YouTube
by Eddie Woo

Nov Mock 2026

See below for links that will take you to a set of practice papers for the grades you are aiming for. You will sit all 3 papers, 1hr 30mins each.
Paper 1: Non-calculator
Paper 2&3: Calculator

Paper 1/2/3 Key Info - Update Sept 2026!

See below for all predictions, practice and revision before your mock Paper 1, Paper 2 and Paper 3!!
"Predicted papers" are posted below.
Scan QR codes for full video walkthrough!

Jan/Feb Mock 2027

Updates to launch end of Winter 2026.

Higher Tier Checklist

How to revise Maths

Pomodoro Technique

How to revise for Maths effectively

Securing ... GRADE 3 Practice pack 1

padlet.com

Best Guess - Foundation P1

Mathematics

FOR FULL VIDEO SOLUTIONS SCAN THE QR CODE

Foundation Tier

Securing ... GRADE 3 Prantice pack 2

padlet.com

Securing ... GRADE 4

padlet.com

Learning outcomes

Calculations

N1 Order positive and negative integers, use the symbols $=$, $<$, $>$, $\leq$, $\geq$.

N2 Apply the four operations, including formal written methods, to integers, decimals (and simple fractions (proper and improper), and mixed numbers) - all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals).

N3 Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals.

N13 Use standard units of mass, length, time, money, and other measures (including standard compound measures) using decimal quantities where appropriate.

N15 Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures).

EDExcel HIGHER - Topic checklist

Algebra

Grade	Title
9	Approximate solutions to equations using iteration.
9	Equation of a circle
9	Equation of a tangent
8	Quotient and Proof
8	Gradients and area under a graph
8	Gradients of trigonometric functions
8	Quadratic equations

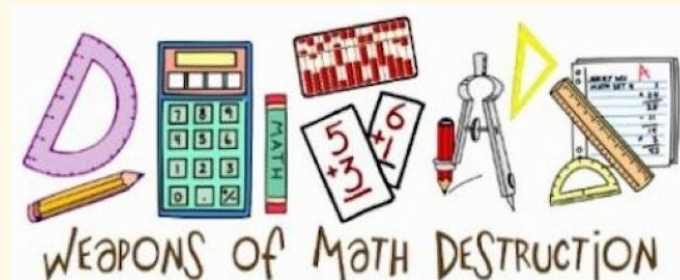
Grades 4 - 9

Grade	Title
6	Quadratic equations (graphical methods)
6	Represent linear inequalities
6	Simultaneous equations (linear)
5	Algebraic argument
5	Algebraic terminology
5	Cubic and Reciprocal graphs
5	Derive an equation
5	Equation of a line
5	Expand the product of two binomials
5	Factorise quadratic

For Maths...

Students need the correct equipment to gain as many marks as possible, please make sure they have the following for their exams:

- Scientific Calculator
- Protractor
- Pencil, Pen, Highlighter
- Ruler (mm, cm, in)
- Compass
- Rubber



fx83GT
CW

or



fx991 CW

GCSE English



Pearson
Edexcel



Pearson
Edexcel

1. GCSE English Language 2.0

2. GCSE English Literature

3. Spoken Language Assessment

	Autumn Mock Exams	Spring Mock Exams
Edexcel English Language 2.0	<u>Language Paper 1: Non Fiction Texts</u> ✓ 1 hour 55 minutes ✓ 50% of qualification ✓ 80 marks	<u>Language Paper 2: Contemporary Texts</u> ✓ 1 hour 55 minutes ✓ 50% of qualification ✓ 80 marks
Edexcel English Literature	<u>Literature Paper 1: Shakespeare and Post 1914 Literature</u> ✓ 1 hour 45 minutes ✓ 50% of qualification ✓ 80 marks	<u>Literature Paper 2: 19th Century Novel and Poetry Since 1789</u> ✓ 2 hours 15 minutes ✓ 50% of qualification ✓ 80 marks

English Revision Support and Intervention

- ✓ Full set of Knowledge Organisers provided to all students
- ✓ All Knowledge Organisers available on the Colfox Website:
 - * Curriculum – English – KS4 Knowledge Organisers

Key Stage 4 Knowledge Organisers

Year 10

[1 Eng Lang 2.0 Paper 2 KNOWLEDGE ORGANISER LW](#)

[2 Y10 A Christmas Carol Knowledge Organiser](#)

[3 Eng Lang 2.0 Paper 1 KNOWLEDGE ORGANISER LW - Copy](#)

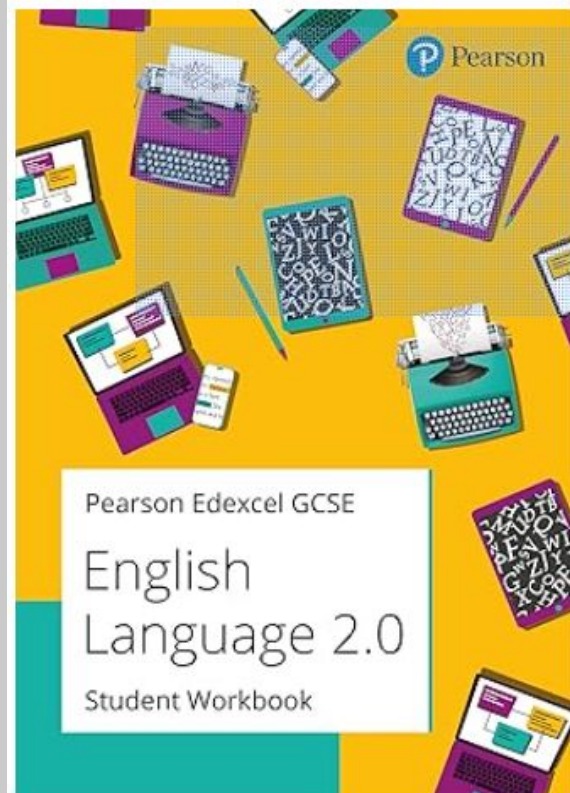
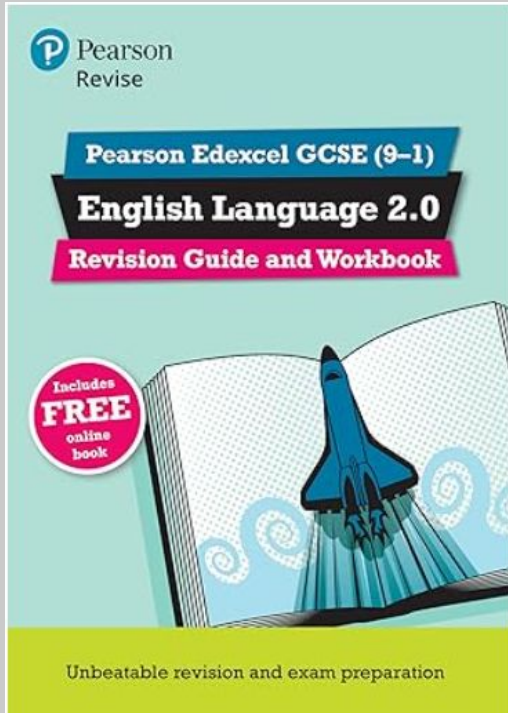
[4 y10 Anthology Poetry Knowledge Organiser BELONGING - Copy](#)

[5 y10 Macbeth Knowledge Organiser](#)

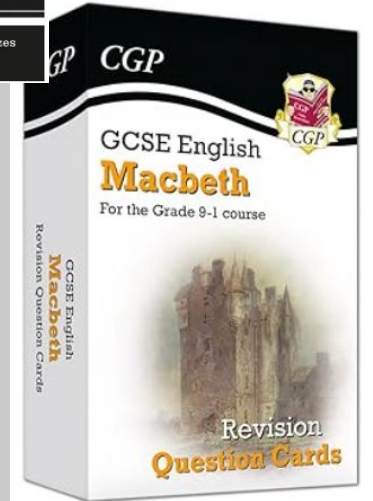
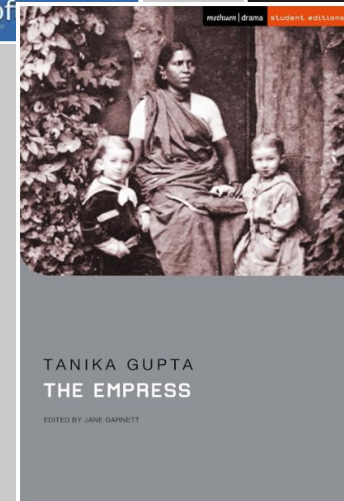
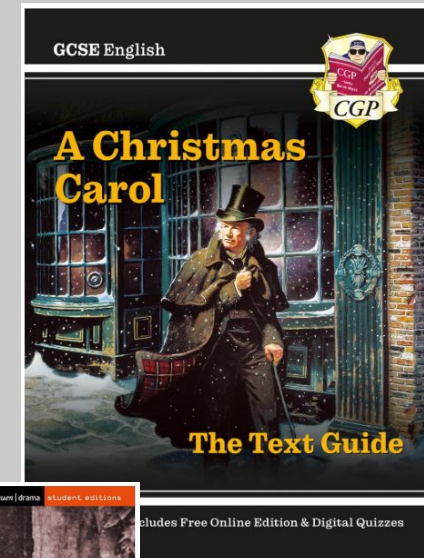
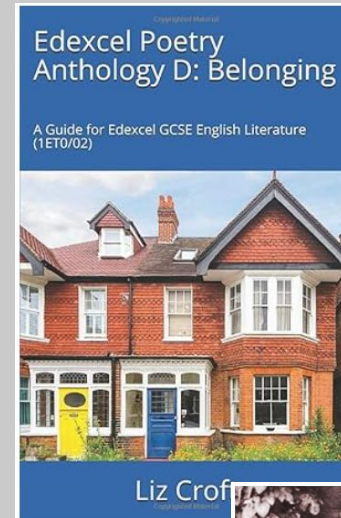
[6 y10 Spoken Language Knowledge Organiser](#)

Revision Guides?

English Language 2.0



English Literature





Mrs Wright's Revision Page

Edexcel: GCSE English Language 2.0 and GCSE English Literature

Homework Booklets

Lang P1 Non Fiction Texts

4	Evaluating rhetorical methods	
6	SPG (punctuation) & extended writing	
7	SPG (spelling) & extended writing	

Name: _____
Teacher: _____

PPTX

Yr10 Homework 1 Non Fiction Texts

Lit P2 A Christmas Carol English Homework Booklet 2

W/b	Task	R.A.G. rating
1	Mind Maps	

CHARLES DICKENS

English Language Paper 1 - 19th Century Non Fiction

Language Paper 1 - Non Fiction Texts: Edexcel Anthology

Pearson Edexcel

Anthology of Unseen Texts

PDF

TEACH Yr10 anthology p1 Non Fiction

Language Revision - 19th Century Reading and Writing

English Language Paper 2 - Contemporary Comparison

Language Paper 2 - Contemporary Texts: class booklet

Paper 2: Contemporary Texts

edexcel

PPTX

Lang p2 Contemporary Text Booklet yr10 v2

Language Paper 2 - Contemporary Texts:

Macbeth, William Shakespeare

Macbeth Class Booklet

MACBETH
BY WILLIAM SHAKESPEARE

DOCX

2023 Macbeth Extracts Booklet LW

Literature Paper 1: homework booklet

Year 10

TUESDAY

The Empress, Tanika Gupta

Edexcel The Empress Knowledge Organiser

DOCX

Edexcel The Empress Knowledge Organiser

Core knowledge - use to make flash cards or mind maps.

A Christmas Carol

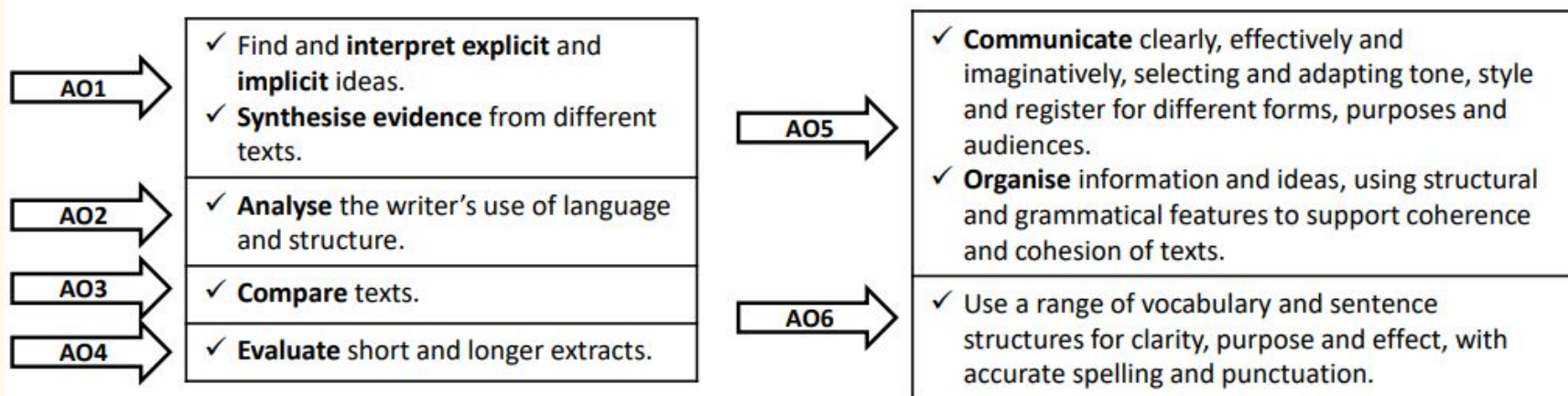
Literature Paper 1: Christmas Carol

PPTX

2024 A Christmas Carol front cover

+ Post

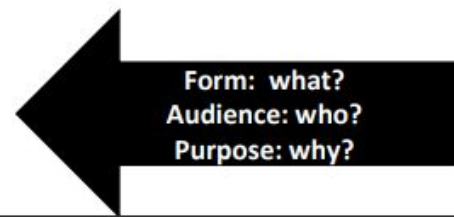
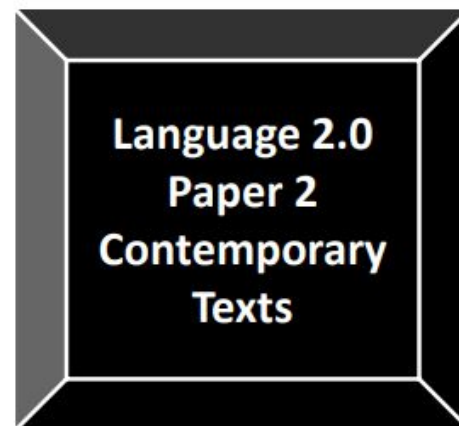
Edexcel English Language 2.0 Paper 2: Contemporary Texts Knowledge Organiser



Exam Key Words:

Interpret	This is to read, comprehend and then explain what you understand.
Explicit	These are elements within the text which are <i>clearly stated</i> and should be fairly obvious and easy to pick out.
Implicit	These are elements within the text which may be <i>hidden</i> or need you to ' <i>read between the lines</i> ' so are less obvious.
Evidence	This is when you refer to the text and use quotations to support your ideas.
Synthesise	A synthesis combines information from different sources to form a summary or an overview of the main ideas.
Analyse	To analyse is to explore something deeply. We use MQE squish to really consider the effect of a method.
Compare	This is to look for similarities and differences between texts. You need to make links between what, how and why writers make certain choices.
Evaluate	Evaluation is the skill of looking at a text and forming an opinion or judgement about it. The root 'value' is in the middle of evaluate, therefore you have to weigh up the value of the idea.
Communicate	This is to write your response in a way that is clear and engaging. It should be detailed and convincing.
Organise	You always plan your writing before you start so that you can organise your ideas. You need a logical and ordered final piece.

		2 texts to read and respond to	Marks
READING TEST	Q1	Identify 1 thing from a small part of text 1	1
	Q2	How does the writer use language in a small part of text 1? (Analyse : MQE)	6
	Q3	Identify 1 feature from a small part of text 2.	1
	Q4	How does the writer use language in text 2 to interest and engage the reader? (Analyse : MQE)	10
	Q5	Write a summary similarities or differences between text 1 and text 2. (Interpret : SQI)	6
	Q6	Compare the writers' ideas and how they express them in both text 1 and text 2. (SQI + MQE)	16
WRITING TEST	Q7 & 8	Choose 1 of the writing tasks to complete. You might be asked to write part of a story, something related to your own life, or a description. They will always give you images to help you with your ideas.	40



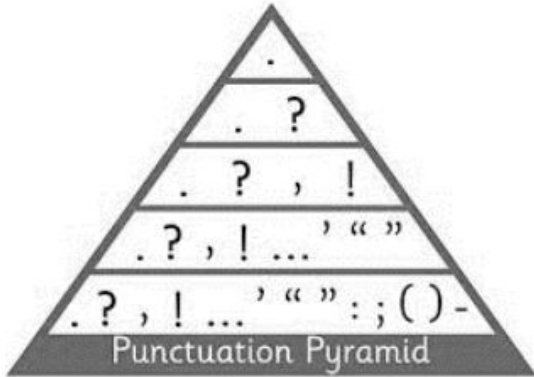
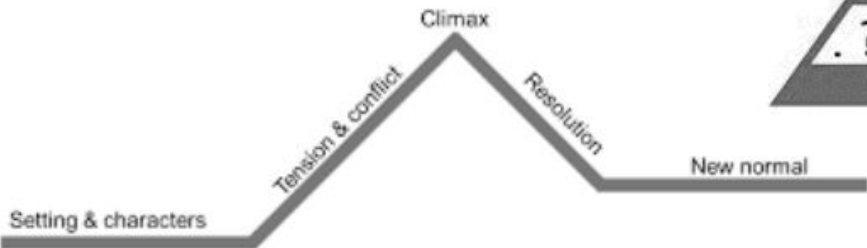
Paper 2 Section B will offer you a choice of writing tasks, maybe a part of a story , maybe a letter or . You will be asked to write to describe and narrate. You will be assessed on the quality of your writing.

There will always be pictures to help you with your ideas. You can use the pictures as a springboard for your imagination so you can come up with any ideas you wish as long as they are inspired by the image.



- ✓ **Planning is essential!** Give as much time to planning as you do to writing and checking.
- ✓ **Narrative and Descriptive have many crossovers:**
 - Narrative – structures a story or part of story with a pivotal moment
 - Descriptive – focuses on the sensual experience of a situation
 - Both can use senses, amazing vocabulary, similes, metaphors, alliteration, narration, dialogue, different paragraph lengths, different sentence types, varied punctuation...
- ✓ Focus on the **quality of your writing not your quantity of writing**. A shorter, perfectly crafted piece of writing will get higher marks than a long, uncontrolled piece.
- ✓ **Vocabulary is more important than spelling!** Always try your best, but use the best vocabulary you can even if you are unsure of the spelling.

Classic Narrative Arc



Higher	Mid	Lower
A05: - Your writing is confidently matched to the purpose of the task - Your register is convincing and compelling to the audience - You use an extensive and ambitious vocabulary - Your work is well crafted - You make excellent use of linguistic devices - You make varied and inventive use of structural features - Your paragraphs are linked fluently A06: - Your sentences are well defined and consistently accurate - You use a range of punctuation with a high level of accuracy - You use a full range of appropriate sentence forms for effect - You use Standard English consistently and appropriately - Your grammar is excellent - Your spelling is highly accurate, including the spelling of ambitious vocabulary	A05: - Your writing is generally well matched to the purpose of the task - Your register is generally matched to the audience - Your vocabulary is chosen for effect and you make sophisticated word choices - You use linguistic devices successfully - You make effective use of structural features - Your paragraphs are well linked A06: - Your sentences are securely defined and mostly accurate - You use a range of punctuation, mostly with success - You use a variety of sentence forms for effect - You use Standard English appropriately - Your grammar is good - Your spelling is generally accurate, including the spelling of complex and irregular vocabulary	A05: - Your writing is sometimes matched to the purpose of the task - You try to match your register (formality) to the audience - You make an attempt to vary your vocabulary - You make some attempt to use linguistic devices - You use some structural features - You use paragraphs and make some use of discourse structure A06: - Most of your sentences are correctly defined - You show some control of a range of punctuation - You try use a variety of sentence forms - You mostly use Standard English - Some of your grammar is correct - Your spelling is generally accurate, including the spelling of complex words

Question 5 Success Strip

Punctuation to end sentences

. ? ! ...

Punctuation inside sentences

, "..." : ; - ()

Controlled paragraph shifts

Time Place Topic Person

Time shifts

Before he knew it; the sun rose the next morning;

Dialogue

"...."

new speaker = new parag

said: whispered, called,

yelled

Senses

sights sounds smells tastes

feelings

Challenges:

Adjectives to describe nouns

ancient , isolated woodland

Adverbs to describe verbs

crept silently, soundlessly

Vocabulary

blue: turquoise,

ultramarine

big: vast, epic, mammoth

fear: alarm, dread, panic

Simile / Metaphor

Rhetorical question

Repetition

Wide shots and close ups



Revisit

- Narrative arcs:** Use a narrative arc diagram to revise the structure of a story. Plot the graph and add on key moments in famous stories you know, for example Cinderella, Macbeth, An Inspector Calls, The Empress or a film you have watched.
- Varying sentences:** Remind yourself of the many different forms of punctuation. Write 10 different sentences using as many different types of punctuation as you can to shape and craft your impact. You might start with the simple sentence: The sun is shining.
- Writing dialogue:** Remind yourself of the rules of writing dialogue. Write a dialogue between 2 characters discussing a party they are both going to that evening. Check you have followed all of the rules correctly when you have finished.
- Varying your dialogue:** Here is an example of 'interrupted dialogue' where the narration separates what is said aloud. Use this starter to write a conversation between a parent and their teenage child: *"I have no intention," Chris said firmly, "of letting you go to the party!"*
- Abstract ideas:** remind yourself of the different forms of imagery you can use to enhance description: simile, metaphor, personification, anthropomorphism... Describe 1 normal, everyday item using as many different abstract ideas as possible e.g. eyes twinkle like diamonds...
- Watch and make notes:**
 - ✓ Mr Bruff: [English Language Writing](#)
 - ✓ BBC Bitesize: [GCSE English Language Writing](#)

Rehearse

Quick plan: describe a journey by bus as shown in this picture.



Use the mini mark scheme on the other side to help you assess and improve your work.

Challenge: Track 1 key character through this piece. Give close up description of them and their journey – physical and maybe emotional. Challenge yourself to give a new paragraph to each different bus stop.

Quick plan: write a story about two people from very different backgrounds.

Challenge: Think of books or films that include characters from different backgrounds and use these as inspiration for your ideas. Maybe think about The Jungle Book or Pride and Prejudice.

Rehearse writing skills:

- ✓ Practice SPG tasks: [SPG booklet tasks](#)

Respond

Writing to Narrate: write the start of a story with the title 'choices'.

Plan for 10 minutes; write for 30 minutes; check for 5 minutes.
Use the mini mark scheme on the other side to help you assess and improve your work.

Challenge: Use a narrative arc to help plan the start of this story. Think about what is required to make just the beginning of the story intriguing. How can you set up clues to foreshadow upcoming events? How could you include dialogue?

Writing to Describe: describe an event inspired by this picture.



Plan for 10 minutes; write for 30 minutes; check for 5 minutes.
Use the mini mark scheme on the other side to help you assess and improve your work.

Challenge:

Use the rule of one: one character, one setting, one event, one hour.
Keep your writing tight and controlled.

Act One The play opens with three witches who set the scene and atmosphere for the play. They cast prophecies on both Banquo and Macbeth saying that they will become King. Macbeth and Banquo have just returned from war between Scotland and England. Macbeth was successful in War, so King Duncan decides to stay at their castle when Macbeth returns. Macbeth wrote a letter to his wife about the prophecies and being King. Lady Macbeth creates a plan to murder the King so they will become King and Queen. Macbeth does not want to kill Duncan to begin with, but lady Macbeth manipulates him into doing so.

Act Two Macbeth begins to second guess himself about murdering Duncan but finally he goes through with the plan but freaks out after killing Duncan, so Lady Macbeth finishes the plan by wiping blood on the guards. The plan was to blame the murder on the guards so that Macbeth would not be a suspect in the murder. The next morning Malcolm and Donalbain, the kings sons, flee Scotland in order to stay alive. They believe they could be prime suspect in the investigation or someone could be targeting them next as they are heirs to the throne.

Act Three After Duncan’s death, Banquo begins to think that Macbeth was the true murderer. In order to keep this a secret, Macbeth sends thugs out to murder Banquo and his son, Fleance but Fleance escapes. Macbeth holds a banquet for all the other lords at his castle. At this banquet, Macbeth sees the ghost Banquo. Macbeth begins to rant and rave, making the guest uneasy. Macbeth begins to signs of mental illness, as if he was becoming insane.

Act Four Macbeth becomes obsessed with power and begins to ask the witches for more prophecies. The witches tell Macbeth that he should be fearful of Macduff, that he cannot be killed by man, and that he should only fear when the Dunsinane wood begin to move. Macduff begs Malcolm to defeat Macbeth. Soon after, Malcolm hatches a plan to kill Macbeth and become the rightful King of Scotland.

Act Five Lady Macbeth begins to go mad over her murders. Soon after her panic attack, she dies. Scottish lords begin to think that Macbeth is not rightful King, so they begin to help Malcolm in his attempt to kill Macbeth. Macbeth is not overly worried as he believes the prophesy that no man can kill him, will protect him. The battle begins and Macbeth confronts Macduff and learns that Macbeth was ripped from his mother’s side and not naturally born. Macduff then kills Macbeth in a final battle where he beheads him. Malcom now becomes the rightful king of Scotland.

Key Themes:

Guilt: Both Macbeth and Lady Macbeth are plagued by guilt after the regicide. As a result of this, the mental stability of both characters suffers a dramatic decline. Lady Macbeth grossly underestimates the power of guilt and is made to pay for this with her life. In the play the motif of blood represents guilt.

Power: The battle for power can be seen throughout the play. Arguably, some of the most powerful characters are female: Lady Macbeth and the Witches. Both forces are able to manipulate the play’s protagonist: Macbeth. However, the power of God cannot be ignored. Are Macbeth and Lady Macbeth punished for committing regicide (a sin against God)?

Chaos and Disorder: At the beginning of the play, everything is in order. However, when Divine Right is challenged, with the murder of King James, the balance of The Great Chain of Being is offset. The play’s events that succeed the regicide are marked by chaos and disorder, be it the mental state of the play’s protagonists: Macbeth and Lady Macbeth; the state of Scotland or the weather / nature. Order is only restored at the very end of the play when the King is returned to its rightful owner: Malcolm (the eldest son of Duncan).

BLOOD
WILL
HAVE
BLOOD



- Key Terms:**
- ✓ Dramatic Irony
 - ✓ Aside
 - ✓ Soliloquy
 - ✓ Poetry
 - ✓ Prose
 - ✓ Rhyming couplets
 - ✓ Characterisation
 - ✓ Hamartia
 - ✓ Hubris

Look like the innocent
Flower
But be the
Serpent
under it

Characterisation
The character of MACBETH represents bravery, ambition, betrayal and guilt. The witches’ prophecies transform him from a loyal warrior to a morally weakened and psychotic tyrant. Key words: courageous, indecisive, submissive, disloyal, tyrannical, ambitious, remorseful, tormented, deluded, egocentric
The character of LADY MACBETH represents ambition, cunning, manipulation and guilt. She is a rebel, challenging the submissive role of women and the divine right of kings. Key words: ambitious, commanding, conniving, heartless, malicious, manipulative, ruthless, sinister, guilty, paranoid
The character of KING DUNCAN symbolises nobility, dignity and trust A compliment to royalty, he is respected and trusting – but then betrayed. Key words: divine right of kings, the great chain of being, honourable, trusting
The character of BANQUO symbolises nobility, loyalty and trust. Through his loyalty and rejection of the prophecies, he is a foil to the character of Macbeth (a contrast). Key words: brave, loyal, diplomatic, virtuous, friendly, astute
The WITCHES represent the supernatural, evil and equivocation. The witches’ prophecies never give the full answer (they ‘equivocate’) and therefore tempt Macbeth towards his tragic end. Key words: Trouble-making, prophetic, evil, eerie, manipulative
The MACDUFFS symbolise family, loyalty and vengeance The Macduffs serve as a contrast to the Macbeths: they are loyal; they are a loving family; Macduff is the noble warrior when he kills Macbeth. Key words: emotional, courageous, strong-willed, righteous, justice oriented, focused, deliberate, heroic, honourable, intuitive



Revisit

Task 1: Narrative Arc

1. **Read** the act by act overview of the play on the other side of this Knowledge Organiser.
2. **Create** a visual timeline of the play to show what happens in each act.
3. **Add** 2-3 quotations from the Key quotes opposite to represent each act.

Task 2: Context

1. **Read** the 'Context' section of the Knowledge Organiser.
2. **Find out** about the 5 key headings given by conducting some research.
3. **Create** notes on each of the 5 subheadings.

Enrichment:

Track the different female characters in this play and consider the idea of honour. Create a rank order of the female characters in terms of honour. You might put the witches at the bottom! Add details about your reasoning.

Task 3: Characters

1. **Read** the 'Characterisation' section of the Knowledge Organiser.
2. **Create** a mindmap about each character. Include key attributes, personality, actions, emotions, relationships.
3. **Add** 2-3 quotations to represent each character.

Enrichment:

Research the characters in more detail. Look at how they have been presented and constructed in different versions and adaptations of the play. Make notes about the similarities and differences you notice in the different productions..

Rehearse

Task 4: Key Terms

1. **Make** revision cards for each of the key terms on the opposite side of this Knowledge Organiser
2. **Define** the terms and **give** examples of how they are important in the play.

Task 5: Memorising Quotations

1. **Use** the key quotes section on this page. Choose 2 quotations from each act that you think most reflect the developing action.
2. **Create** revision cards for each quotation.
3. **Write** the quotation on one side, using colours to make key words stand out.
4. On the other side **add** details about the action at the time, the methods used, the effect on the audience, the contextual relevance.
5. Look, say, cover, write, check! **Memorise** as many of the quotations as you can!

Enrichment:

Add thematic information to each revision card. How does Shakespeare develop themes through his language and structure? Why did he build his themes in that order?

Task 6: Tracking Character Change

Characters change dramatically throughout the play. **Create** a timeline to show Macbeth at the beginning of the play, the key moments in his action, and how he changes at different points. Go from 'brave Macbeth' to 'dead butcher' representing his demise! **Add** on key words, images and quotations.

Task 7: Tracking Character Change

Look back at Task 6. Do the same for Lady Macbeth, or if you want, a different character e.g. Macduff.

✓English Intervention - Supported Study

every Tuesday, 3.15 – 4.15pm in B208

every Friday break-time in the library

✓Open rooms for study

3.15 - 4.15pm in B208

GCSE Science

Separate Sciences :
Biology, Chemistry, Physics

Combined Science: Trilogy

<https://www.aqa.org.uk/subjects/science>

csharma@sirjohncolfox.org



GCSE Science Courses, all AQA

11X1 = triple science (AW, CAS and LD)

11X2 = triple or higher combined science, trilogy (KN, JBR and RT)

11X3 = foundation combined science, trilogy (AW and JBR)

11X4 = foundation combined science, trilogy (LD and RT)

11X5 = foundation combined science, trilogy (CAS and KN)

<https://www.aqa.org.uk/subjects/science>

Exam timetable

All students sit 6 exam papers, 2 for each science.

Separate science papers are 1hr 45 minutes.

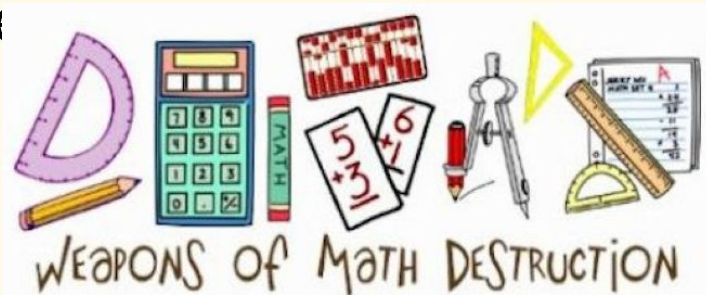
Combined science papers are 1hr 15 minutes.

- Biology Tuesday 11th May and Thursday 10th June
- Chemistry Monday 17th May and Tuesday 15th June
- Physics Tuesday 25th May and Friday 18th June

For Maths...and Science!!

Students need the correct equipment to gain as many marks as possible, please make sure they have the following for their exams:

- Scientific Calculator
- Protractor
- Pencil, Pen, Highlighter
- Ruler (mm, cm, in)
- Compass
- Rubber



fx83GT
CW

or



fx991 CW

Homework in Science

Students will be given science homework based on the topics we have previously completed in class

This is likely to be past paper questions, with mind maps to complete to help revision

Teachers will tell students exactly which questions to complete and when, and may provide additional worksheets where necessary, with signposts to online help resources.

Revision resources

- Kerboodle – <https://www.kerboodle.com>
- Primrose Kitten - https://www.youtube.com/@Primrose_Kitten
- Free science lessons – <https://www.youtube.com/@Freesciencelessons>
- BBC bitesize - [GCSE Combined Science - AQA Trilogy - BBC Bitesize](https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7) or
<https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>
<https://www.bbc.co.uk/bitesize/examspecs/z8xtmn>
<https://www.bbc.co.uk/bitesize/examspecs/z8xtmn>
<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>
- Seneca learning - <https://app.senecalearning.com/courses?Price=Free>



Revision Sessions

- After school on Wednesdays.
- Everyone welcome (and encouraged!) to attend
- Topics will change each week, a list will be given out in class with the dates and topics.
- Room numbers and teachers will be posted on the door of A203, on the display board outside A203 and in the student bulletin.



Dinner time drop-in sessions

- Monday - Dr Sharma, (mainly Chemistry) A203
- Tuesday – Ms David (Physics) A209
- Wednesday - Mrs Neill, required practicals in A201, Mr Wilson, Biology in A205 and Dr Taylor, Physics in A208
- Friday – Mr Bugler (Physics) A202



Thank you

Please collect the slip of paper with your child's options subjects on if you haven't done so already.

All rooms are in A-block, downstairs.

Session 1 – 18:30 to 18:45

Session 2 – 18:45 to 19:00

Session 3 – 19:00 to 19:15

Session 4 – 19:15 to 19:30