



Year 10 Revision Information – December 2025

Subject	Revision Information		
Mathematics	Pupils will be assessed on their cumulative knowledge of Maths including the foundations they learned in primary school. They could be tested on any of the content they have covered in their Mathematics learning so far.		
	Pupils should focus their revision on content that they have not yet mastered and use the feedback from their last examination to inform their revision. Class teachers will also provide some practice papers for pupils to work on to support their development of exam technique.		
	Pupils will sit Paper 1 and Paper 2. Paper 2 will require the use of a calculator and pupils will need to bring their own scientific calculator on the day.		
English	English Literature Paper 1		
		Macbeth	A Christmas Carol
	Characters: who they are, their relevance, relationships, quotations, character development	<ul style="list-style-type: none">MacbethLady MacbethThe WitchesOther characters in relation to Macbeth: Duncan, Macduff, Banquo, Fleance, Malcolm	<ul style="list-style-type: none">ScroogeMarleyGhost of Christmas PastOther characters in relation to Scrooge: Fred, Bob, Little Fan, Fezziwig, Belle
	Themes: definition, examples, quotations, motifs	<ul style="list-style-type: none">PowerAmbitionGuiltGenderThe supernaturalLoyalty and betrayal / deceitViolence	<ul style="list-style-type: none">GreedCharityChristmasThe supernaturalIsolation and lonelinessWarmth / ColdDarkness / Light
	Contexts: definition, examples, quotations, writer’s intent	<ul style="list-style-type: none">King JamesThe Divine Right of Kings / Great Chain of BeingBelief in WitchcraftGender rolesHistorical Macbeth	<ul style="list-style-type: none">Dickens’ own lifeConditions for the Victorian poor - e.g. workhousesThe Poor Law (T.R. Malthus)Any further context about Victorian life you may know
	Plot: events, key quotations, characters’ changes	<ul style="list-style-type: none">Act 1Act 2Act 3Act 4Act 5	<ul style="list-style-type: none">Stave 1 (main focus)Stave 2 (secondary focus)Any other Staves you have read in class will be helpful, but not essential
Science	You will sit 2 1-hour papers in Science, the topics tested are from Year 9 and Year 10, and depend upon which class you are in:		
	CLASS	Monday 12/1	Thursday 15/1
	10iTri / 10pTri	P123	B1234

	10p1	B1234	P123
	10i1	P123	C123
	10i2 / 10p2	B1234	C123
	10i3 / 10p3	B1234	P123
	<p>Topics covered on each paper:</p> <p>B1234 – B1 -You and your genes, B2 – Keeping Healthy, B3 – Living together, B4 – Using food and controlling growth</p> <p>C123 – C1 – Air and water, C2 – Chemical Patterns, C3 – Chemicals of the natural environment</p> <p>P123 – P1 – Radiation and waves, P2 – Sustainable energy, P3 – Electric Circuits</p> <p>Please use SENECA, COGNITO, BBC Bitesize, YouTube for revision videos, and revision guides to make flash cards and mind maps for these topics. Make sure you are using the correct exam board – OCR 21st Century Science.</p>		
RE	<p>Y10 revision list</p> <p>Origins and Meaning</p> <p>Origins and Meaning</p> <p>Creation</p> <p>The Bible</p> <p>Paintings</p> <p>Symbolism</p> <p>Loving and Serving in Catholic communities in Britain and elsewhere</p> <p>Judaism: Beliefs and Teachings</p> <p>The Nature of God & Shekhinah</p> <p>Messiah</p> <p>Covenants</p> <p>Life on Earth</p> <p>Afterlife</p>		
History	<p>Conflict and tension: WW1</p> <p>Causes of the war</p> <ul style="list-style-type: none"> - MAIN causes of WW1 - Moroccan crisis 1905 - Bosnian Crisis 1908 - Moroccan Crisis 1911 - The Balkan Wars - The assassination of Franz Ferdinand <p>Events of WW1</p> <ul style="list-style-type: none"> - The battle of Mons - The battle of Marne - Race to the sea - Trenches - War of Attrition and stalemate - The Battle of Verdun - The Battle of the Somme - Passchendaele - Weapons of WW1 and tactics 		

	<ul style="list-style-type: none"> - Gallipoli - The war at sea; British Blockade, sinking of the Lusitania, U-Boats, Battle of Jutland - War in the air <p>The end of the war</p> <ul style="list-style-type: none"> - Russia leave WW1 - USA join WW1
Geography	<p>Section A: The Challenge of Natural Hazards</p> <p>Tectonic hazards</p> <ul style="list-style-type: none"> • Plate tectonics theory • Plate margins – constructive, destructive, conservative. • Global distribution of earthquakes and volcanoes. • Haiti (2010, LIC): causes, effects, responses. • Christchurch (2011, HIC): causes, effects, responses. • Compare LIC vs HIC effects/responses. • Why people live near tectonic hazards. • Reducing risk – prediction, protection, planning. <p>Weather hazards</p> <ul style="list-style-type: none"> • Global atmospheric circulation model. • Tropical storms – causes, structure, distribution. • Typhoon Haiyan (2013, Philippines): causes, effects, responses, • UK extreme weather – Boscastle floods (2004): causes, social, economic, environmental impacts, responses. • Evidence UK weather is becoming more extreme. • Climate change and tropical storms – frequency, intensity, distribution. <p>Climate change</p> <ul style="list-style-type: none"> • Evidence – ice cores, tree rings etc . • Causes – natural (orbital changes, volcanic activity, solar output), human (fossil fuels, agriculture, deforestation). • Effects on people and environment. • Management: <ul style="list-style-type: none"> ○ • Mitigation – alternative energy, carbon capture, planting trees, international agreements. ○ • Adaptation – agriculture, water supply, coping with sea level rise <p>Section C: Physical Landscapes in the UK</p> <p>UK overview</p> <ul style="list-style-type: none"> • Location of upland and lowland areas and major rivers. <p>River landscapes</p> <ul style="list-style-type: none"> • Fluvial processes – erosion, transportation, deposition. • Landforms: interlocking spurs, waterfalls, gorges, meanders, ox-bow lakes, levees, floodplains, estuaries. • River Tees: upper course (High Force waterfall, gorge), lower course (meanders, levees, estuary).

	<ul style="list-style-type: none"> • Flood risk – physical and human causes. • Hydrograph – rising limb, falling limb, peak discharge, lag time. • Flood management – hard engineering (dams, reservoirs, embankments, flood relief channels), soft engineering (warnings, preparation, zoning, restoration)
French	<p>Autumn Term Topic: Free time</p> <ul style="list-style-type: none"> • What you do in your free time (present tense) • Sports and active lifestyles (opinions and reasoning) • TV and cinema • Making plans for the weekend (near future tense) • Describing a recent event (past tense) <p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Positive and negative opinions • Positive and negative adjectives • Higher level reasoning (...parce que c'est bon por la santé etc) • Time phrases • Connectives • Higher level phrases (ce que j'aime le plus etc)
Spanish	<p>Autumn Term Topic: Home Town and Local Area</p> <ul style="list-style-type: none"> • What is in your area (present tense) • Adjectives to describe your area • What you can do in your area • What your area used to be like (imperfect tense) • Shopping preferences • Comparatives (más...que/ menos...que) • Environmental problems • What you must do to help (hay que/ tienes que) <p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Positive and negative opinions • Positive and negative adjectives • Higher level reasoning (...porque se puede + infinitive) • Time phrases • Connectives • Higher level phrases (lo que más me gusta etc)
Business Studies	<p><u>1. Business activity</u></p> <p>1.1 The role of business enterprise and entrepreneurship</p> <p>1.2 Business planning</p> <p>1.3 Business ownership</p> <p>1.4 Business aims and objectives</p> <p>1.5 Stakeholders in business</p> <p>1.6 Business growth</p> <p><u>2. Marketing</u></p> <p>2.1 The role of marketing</p>

	2.2 Market research 2.3 Market segmentation
Computer Science	<p>1. Components of a Computer System</p> <p>1.1 CPU (Central Processing Unit)</p> <p>1.2 Memory</p> <p>1.3 Storage</p> <p>1.4 Input, Output and Storage Devices</p> <p>2. Computational Thinking</p> <p>2.1 Decomposition</p> <p>2.2 Abstraction</p> <p>2.3 Pattern Recognition</p> <p>2.4 Algorithms</p> <p>3. Programming Constructs</p> <p>3.1 Sequence</p> <p>3.2 Selection</p> <p>4. Programming Basics</p> <p>4.1 Data Types</p> <p>4.2 Variables</p> <p>4.3 Constants</p> <p>5. Operators</p> <p>5.1 Arithmetic Operators</p> <p>5.2 Relational Operators</p> <p>5.3 Boolean Operators</p> <p>6. Strings</p> <p>7.1 Sequence</p> <p>7.2 Selection</p> <p>7.3 Tracing Programs</p> <p>Exam Technique</p> <ul style="list-style-type: none"> • Learn definitions exactly (OCR requires precise wording) • Practise trace tables • Be able to explain why (not just what) • Use correct technical terminology • Practise pseudocode regularly
Music	<p><u>The Elements of Music</u></p> <p>4 pieces of music which will focus on questions around the elements of music. Pupils need to know the key vocabulary for MAD TSHIRT (melody, articulation, dynamics, tempo, structure, harmony, instrumentation, rhythm, texture).</p> <p>In our teams class there is a knowledge organiser as well as links to Focus on Sound and Quizlet to help revise and prepare for the assessment.</p>
Drama	<p><u>Theatre Evaluation</u></p> <ul style="list-style-type: none"> • Know key vocabulary for Physical and Vocal Skills, Lighting and Set elements. • Know the structure of What How Why for long answers • Prepare key quotes from the scene to use in your answer <p>In our Teams Class there is a link to the scene you are evaluating, you can watch this as many times as you need. There is also a list of key lines of dialogue.</p>

Hospitality & Catering	Theory test: <ul style="list-style-type: none"> • Danger zone • Nutrition • Knife cuts • Types of PPE and the reasons for it • HACCP • COSHH • Risk assessment • Impact of not following health and safety rules / legislation
3D Design	Coursework introduction: Study the 3 briefs given to you as the first part of your coursework. Research the different themes in order to discover which of the briefs would be most relevant to you. Be ready to begin with one of these on the first week back after the holidays.
Construction	Drawing task: Practice drawing a range of buildings, annotating with key features such as materials and construction methods. Theory: Performance requirements and their impact on building design Low rise construction: traditional / timber frame / steel portal / modular Structurally insulated panels Sustainability Practical: Marking and measuring out of mortice and tenon joint
Art	You will be carrying out an observational study of one of your photographs, in any media of your choice. You will need to prepare for the assessment by printing one of your photographs, transfer the outline to A4 cartridge, prior to your assessment. It is important you practice the application of your chosen media and tonal blending techniques.
PE	1. Skeletal System <ul style="list-style-type: none"> • Functions: support, protection, movement, blood cell production, mineral storage, shape • Types of bones: long, short, flat, irregular • Key bones you must know: cranium, vertebrae, ribs, humerus, radius, ulna, pelvis, femur, tibia, fibula, patella, carpals, metacarpals, tarsals, metatarsals, phalanges. • Joint parts: cartilage, synovial fluid, ligaments, tendons • Movements: flexion, extension, rotation, abduction, adduction, circumduction 2. Muscular System <ul style="list-style-type: none"> • Major muscles: biceps, triceps, deltoids, pectorals, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius, latissimus dorsi, trapezius. • Antagonistic pairs: biceps + triceps, quads + hamstrings • Contractions: concentric, eccentric, isometric, isotonic 3. Joints Types of joints: <ul style="list-style-type: none"> • Hinge (knee, elbow)

	<ul style="list-style-type: none"> • Ball & Socket (hip, shoulder) <p>4. Planes & Axes</p> <ul style="list-style-type: none"> • Planes: sagittal, frontal, transverse • Axes: longitudinal, frontal, transverse <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> ○ Cartwheel → frontal plane ○ Somersault → sagittal plane ○ Spin → transverse plane <p>5. Components of Fitness</p> <ul style="list-style-type: none"> • Skill-related: agility, balance, coordination, power, reaction time, speed • Fitness tests: Cooper run, Sit-and-reach, Handgrip dynamometer, Illinois agility, vertical jump, 30m sprint, wall throw test, Press Up Test.
Health & Social Care	<p>Component 1 learning Aim B – Factors affecting health and wellbeing</p> <p>Factors affecting growth and development – what they are and how they impact growth and development positively and negatively.</p> <ul style="list-style-type: none"> - Physical factors – genetic inheritance, physical illness, illness & disease - Psychological factors – mental health, stress, anxiety - Lifestyle factors – nutrition, physical activity, substance abuse, smoking - Social factors – grief, bereavement, supportive/unsupportive relationships - Cultural factors – religion, culture, discrimination, Equality Act 2010 - Environmental factors – pollution, housing, home environment