



YEAR 10 BRIEFING



THIS IS MADELEY

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Y10

Mrs Dobson

Deputy headteacher

Mr Davies

**Assistant Head/ Assistant head of
Year**

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Standards

RESPECTFUL RESILIENT RESPONSIBLE



Never seen, Never Heard, Never used



Policy in Practice



Device requested
Envelope issued
Device collection call issued



Device placed in envelope
Envelope sealed
Name & year applied to envelope



Envelope details checked
Device placed in secure storage
Details entered on Bromcom



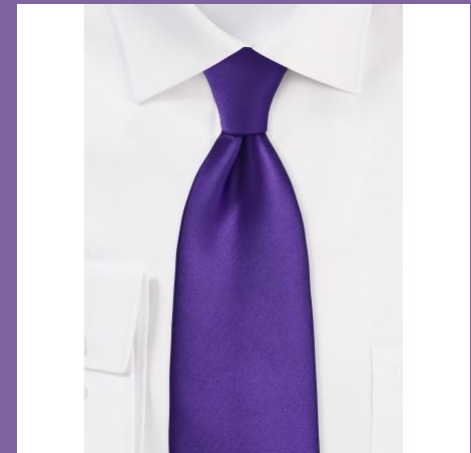
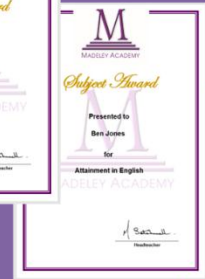
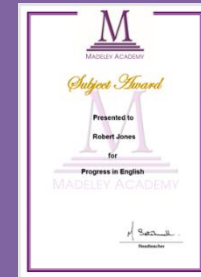
End of Academy Day
Collect device
Never used, never seen & never heard

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Rewards



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Where can I find all the important information?



PARENT LOGIN

Attendance
Behaviour logs
Contact details
School correspondence
Reports
Homework
Session 3

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Where can I find all the important information?

The screenshot displays the Madeley Academy website. The browser's address bar shows 'madeleyacademy.com'. The website's header includes a navigation menu with links: MAIN, ABOUT, PARENT INFORMATION, SIXTH FORM, SAFEGUARDING, STUDENT AREA, and QUICK LINKS. Below the header, a large banner reads 'Madeley Academy Presents Life at Madeley 2024' with a clapperboard icon and a link to watch a video. Underneath the banner are icons for 'Life at Madeley', 'Year 6 Transition', 'Newsletter', and 'Bromcom' (with links to 'my school' and 'Student Portal'). The 'News' section features four articles: 'Advanced Mathematics Support Programme Maths Challenge' (15 Jul), 'Year 8 Go Back In Time' (10 Jul), 'Girls in Technology' (09 Jul), and 'Sensational' (05 Jul). A cookie consent banner is visible at the bottom right of the news section.

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Home - Madeley Academy

My Dashboard

Abigail Norton, NDW - P

MyChildAtSchool

Registration - Attendance

Jessica Rowley, IFS - Prof

model of dna to make - G

Google

mychildatschool.com/MCAS/MCSDashboardPage

Bromcom MIS Logi...Bromcom MIS LoginImported From IE

mychildatschool.com

Madeley Academy

MRS S Norton

Error

M

MADELEY ACADEMY

Dashboard

Data Collection Form

Announcements

Attendance

Behaviour

Homework

Reports

Timetable

Academic Calendar

Session 3

Parental Consent

Important Documents

Curriculum Assessment

DashboardHomepage and Launchpad

Attendance

Is Abigail at school?

More

Period	Subject	Mark
AM	Tutor Group	?
PM	Tutor Group	?

Homework

Does Abigail have homework?

More

No Homework data found

Classes

Abigail's Classes

Class Name	Class Details	Attendance
13-A-SC-M2	Science Mrs D Dobson	0%
13-A-SC-T2	Science Mr G Jones	0%
13-B-SO-T1	Sociology Miss J Manley	0%
13-B-SO-TH2	Sociology Miss J Manley	100%
13-C-GG-F2	Geography	100%

Announcements

More

Year 7 Parents Evening

Madeley Academy on 05th September 2024

Year 7 Parents Evening - Year 7 Parents Evening

Location: Sports

On 05/12/2024 between 15:30 and 18:30

Year 9 Parents Evening

Madeley Academy on 05th September 2024

Year 9 Parents Evening - Year 9 Parents Evening

Location: Sports

On 06/03/2025 between 15:30 and 18:30

Year 9 Options taster day

Madeley Academy on 05th September 2024

Year 9 Options taster day - Year 9 Options taster day

Location: Default Location

On 05/03/2025 between 08:00 and 16:00

Whole School Photographs

Madeley Academy on 05th September 2024

Whole School Photographs - Whole School Photographs

Important Documents

Policy Documents

More

No Important Documents data found

Behaviour

Abigail's recent behaviour

More

No Behaviour data found

Reports

How is Abigail performing?

More

No Reports data found

YOU ARE HERE: Dashboard

Terms And Conditions

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09:09
09/09/2024



EVERY DAY COUNTS!

Why is attendance so important to my child's education?

DO YOU KNOW?

90%

of young people with attendance below

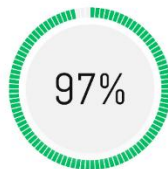
85%

fail to get good grades

MISSING **1 DAY**
A WEEK

=

LOSING **A YEAR**
OF SCHOOL LIFE



WHAT DOES GOOD ATTENDANCE MEAN?

It means being in school at least **97%** of the time, that's at least **184** days a year.

175 DAYS A YEAR
ARE NOT SPENT
IN SCHOOL.



*Plenty of time for shopping,
holidays and appointments!*

143
DAYS

152
DAYS

162
DAYS

171
DAYS

184
DAYS

190
DAYS

75%

80%

85%

90%

97%

100%

**VERY POOR
ATTENDANCE**

**POOR
ATTENDANCE**

**GOOD
ATTENDANCE**

Y10 Work Experience

Monday March 9th to Friday March 13th

Email or approach places in person.

Careers Team has an email template if you need one – please email to request it.

Log into your UNIFROG account using your school email (and reset password if required) and enter the details for your work experience placement.

If you wish to do your work placement with a family member, please email careers or Mrs Dobson.

School will follow up with the placement for the legal requirements such as insurance and health and safety.

A work placement offers the best opportunity to experience the *World of Work*, but if you cannot find anything, school will provide an option.

Find your work placement – Sept/Oct

November

November

December

March

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Tutor intervention Evening – 21st October

Work experience 9th -13th March

Mock Exams – 15th -25th June 2026

Y10 Field Trip – 8th July

Y10 Parents evening – 9th July

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Core Subject Information

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English ENGLISH EXAMINATIONS

ENGLISH
LANGUAGE
GCSE

**PAPER 1-
FICTION**

**PAPER 2- NON-
FICTION**

Edexcel

ENGLISH
LITERATURE
GCSE

**PAPER 1-
SHAKESPEARE
AND POST 1914
DRAMA/ NOVEL**

**PAPER 2- 19TH
CENTURY
NOVEL AND
POETRY**

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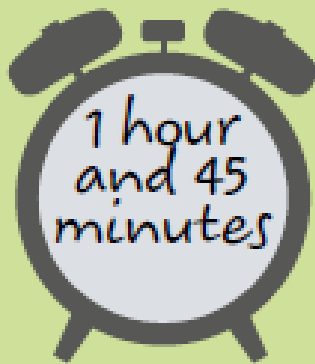
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Paper 1

Paper 1:

Fiction and imaginative writing

40% weighting



Section A: Reading (15%)

Unseen 19th century fiction.

Short answer and extended response questions.


Section B: Writing (25%)

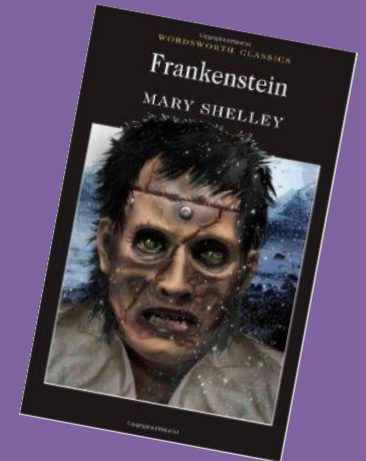
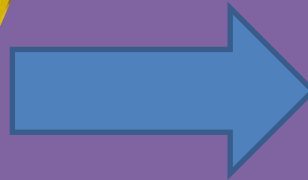
Creative writing linked to theme of Section A.

**EAT
SLEEP
READ**

Ten Ways To Become
A Better Reader

1. READ
2. READ
3. READ
4. READ
5. READ
6. READ
7. READ
8. READ
9. READ
10. READ


**KEEP
CALM
AND
READ A
BOOK**



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Free online C19th texts!

Literature.org
The Online Literature Library

Google™ Custom Search

An Online Library of Literature



Improve Your English

Let Grammarly
Correct Your Work
& Enhance Your
Writing In Minutes.

grammarly.com

Read. Learn. Think.

Welcome to *literature.org*. This site is here to try to bring real books to people through the Internet.

On this site you will find the *full and unabridged* texts of classic works of English literature. Fiction from authors like [Lewis Carroll](#), the Bronte sisters ([Anne](#), [Charlotte](#) and [Emily](#)), [Jack London](#), [Mark Twain](#), [Charles Dickens](#) and many others, and classic scientific works from [Charles Darwin](#) and [Rene Descartes](#).

More books will be added soon, however as this site is maintained by enthusiasts rather than professional librarians this may be a very slow process. Our sponsor, the people behind the [knowledge.com™](#) directory, is currently working on new technology that will make this updating easier and quicker in the near future.

Please let us know what you think, and what new books you want added. For those who may not be familiar with Copyright law, we are unable to make works available that are not in the *public domain*. This mean, basically, nothing where the author has not been dead for at least 75 to 90 years.

- [Authors Index](#)
- [Frequently Asked Questions](#)



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PAPER 1: Section A- Reading

Read the text below and answer Questions 1–4 on the question paper.
This is an extract from a short story. The narrator has murdered an old man and hidden his body under the floorboards.

The Tell-Tale Heart: Edgar Allan Poe

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings*. I then replaced the boards so cleverly, so cunningly, that no human eye – not even his – could have detected any thing wrong. There was nothing to wash out – no stain of any kind – no blood-spot whatever. I had been too wary for that. A tub had caught all – ha! ha!

When I had made an end of these labors, it was four o'clock – still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled, for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search – search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears; but still they sat and still chatted. The ringing became more distinct: it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definiteness – until, at length, I found that the noise was not within my ears.

No doubt I now grew very pale; but I talked more fluently, and with a heightened voice. Yet the sound increased – and what could I do? It was a low, dull, quick sound – much such a sound as a watch makes when enveloped in cotton. I gasped for breath – and yet increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men – but the noise steadily increased. Oh God! what could I do? I foamed – I raved – I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder – louder – louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! – no, no! – this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now – again! – hark! louder! louder! louder! louder!

"Villains!" I shrieked, "dissemble** no more! I admit the deed! – tear up the planks! here, here! – It is the beating of his hideous heart!"

Identify



Evaluate



Language



Structure



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PAPER 1: Section B- Writing

Section B: Imaginative Writing

Answer ONE question. You should spend about 45 minutes on this section.

EITHER

*5 Write about a time when you, or someone you know, met a person who was particularly interesting at a party or social event.

Your response could be real or imagined.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 5 = 40 marks)

OR

*6 Look at the images provided.



Write about 'one day in the future'.

Your response could be real or imagined. You may wish to base your response on one of the images.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 6 = 40 marks)

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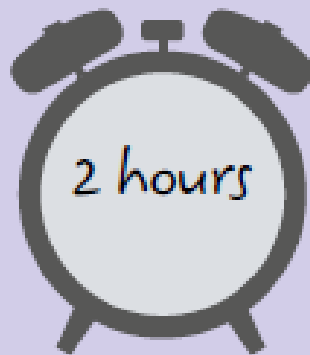
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Paper 2

Paper 2:

Non-fiction and transactional writing

60% weighting



Section A: Reading (35%)

Unseen 20th and 21st century non-fiction and literary non-fiction.

Short answer and extended response questions, including comparison.

Section B: Writing (25%)

Transactional writing linked to theme of Section A.

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[illegible]

VENN DIAGRAM!

both A and B

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PAPER 2: Section B- Writing

EITHER

***8** Write an article for a newspaper with the title 'How Music Affects People'.

You could write about:

- what types of music people listen to
- where people listen to music
- how music makes people feel

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

OR

***9** Write a review of a band, concert, film or book that you feel strongly about.

In your review, you could include:

- details of the band, concert, film or book
- the strengths and weaknesses of the band, concert, film or book
- reasons why you feel so strongly

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 9 = 40 marks)

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Pearson
Revise

Pearson Edexcel GCSE (9-1)

English Language

Revision Guide

Includes
FREE
online
book



Unbeatable revision and exam preparation

£3 each!

Session

3

Pearson
Revise

Pearson Edexcel GCSE (9-1)

English Language

Revision Workbook



Unbeatable revision and exam preparation

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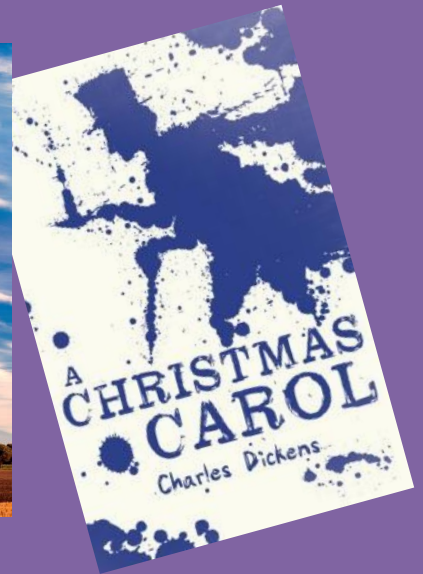
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LITERATURE

Paper 1



Paper 2



The Curriculum

Time and Place

Poetry study and exploring non-fiction texts before writing a guide.

The Gothic

19th century novel and study other 19th century styles before own creative writing.

Conflict

Read *Macbeth* and study non-fiction texts with a similar theme to write own article.

Self and Society

Post-20th century commenting on society alongside fiction studies.

Non-Fiction Study

Study a literary non-fiction novel and write using a range of non-fiction forms.

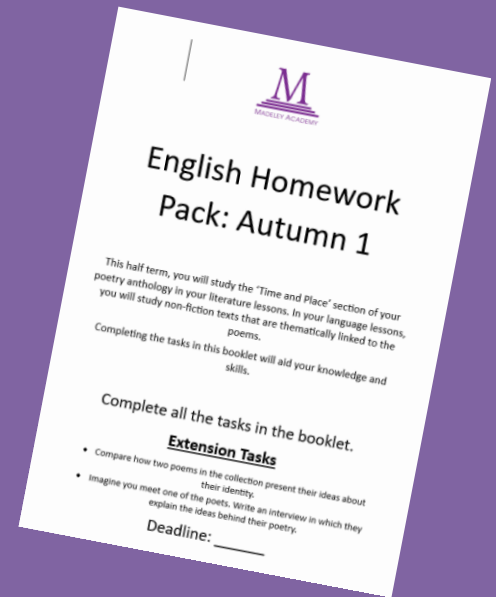
The Spoken Voice

Study a range of rhetoric and performances before presenting own piece.

Homework

Homework is set as a booklet every half-term. This is designed to support students' understanding of their English Literature set-texts.

Teachers may also set Sparx Reader GCSE texts as pre-reading. For example, a version of 'A Christmas Carol' will be set for students in October.



Sparx Reader

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GCSE Mathematics

Exam Board









Edexcel – 2 year scheme of work

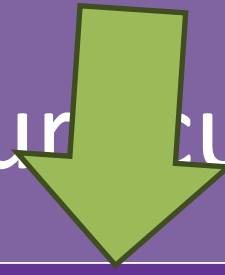
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We have 2 tiers of exam

Foundation (grades 1-5)	Paper 1 Non-calculator 33.3% weighting 1 hour and 30 minutes 80 marks 	Paper 2 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks 	Paper 3 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks 
Higher (grades 4-9)	Paper 1 Non-calculator 33.3% weighting 1 hour and 30 minutes 80 marks 	Paper 2 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks 	Paper 3 Calculator 33.3% weighting 1 hour and 30 minutes 80 marks 

Maths Curriculum




MADELEY ACADEMY
"Focused on Success"

MAINABOUTPARENT INFORMATIONCAREERSSIXTH FORMSAFEGUARDINGSTUDENT AREAQUICK LINKS

MADELEY ACADEMY SIXTH FORM

APPLY
ONLINE



OPEN EVENING

WEDNESDAY 19TH NOVEMBER 2025
4:30 to 6:30pm | www.madeleyacademy.com

About the School

DFE Performance Table

OFSTED Report

Academy Facilities

Curriculum

Vacancies

Important Links & Notices

Admissions 25/26

Madeley Academy Prospectus

6th Form Admission Form (External Applicants from other Schools)

6th Form Admission Form (Internal Applicants - Current Madeley Students)

In Year Admissions

MCAS Support (My Child At School)

Session 3



Welcome to Madeley Academy



At Madeley Academy, we give students the opportunity to achieve their personal best and to maximise individual talents in all forms by being "Focused on Success". As part of this success, we are incredibly proud of our students for their achievements and are delighted with our results from 2024. In 2024, GCSE students achieved 69% grade 4 and above in English and Maths and 46% grade 5 and above in English and Maths and this is a credit to them and the hardworking ethos that permeates through our Academy. Our sixth form students also achieved fantastic outcomes with an average grade of B+ and Madeley Academy's Progress Scores sitting above average and at the highest across Telford and Wrekin.

Below you will find our 'Life at Madeley' video; please take this opportunity to see inside our Academy, and view students and staff in action. We do hope that you enjoy this exciting presentation which gives a flavour of what being part of the Madeley Academy family is all about. You can also find out details about our ethos [here](#)

Lady Maria Satchwell
Headteacher

Applications to Madeley Academy are welcomed by applying online at Telford & Wrekin School Admission's portal [here](#) and details on admissions can be found [here](#)







Curriculum

We aim to raise aspirations and outcomes through an ambitious curriculum which offers all students:

- A strong academic core
- A breadth of subjects
- A wealth of enrichment opportunities

A student's learning journey through the Academy is split into Key Stages:

- Key Stage 3: Years 7 to 9 - the foundations of learning
- Key Stage 4: Years 10 to 11 – a strong academic core plus optional subjects
- Key Stage 5: Years 12 and 13 – a programme of 4 subjects (A Levels / BTEC Level 3)

Find out more about the Sequence of Learning in our subjects by clicking on the subject links below.



Core/EBACC Subjects	English	Maths	Science	History	Geography	French
Foundation Subjects	Art	Design Technology	Religious Education	Computing	Citizenship	Performing Arts
	Relationships & Sex Education		PE			
Key Stage 4 Additional Subjects	ICT	Design Technology		Music	Health & Social Care	Hair & Beauty
	Hair & Beauty	Business (BTEC)	Business (GCSE)	Construction	Hospitality & Catering	Sport
	A Level Biology	A Level Business	A Level Chemistry	A Level Maths	A Level Physics	A Level Art

[Curriculum](#)[The Curriculum at Madeley](#)[Literacy Progression](#)[Literacy at Madeley](#)

Mathematics Curriculum

Building on Key stage 2

What you studied in Primary School:

Addition and subtraction: including performing mental maths calculations using numbers of up to 4 digits.

Multiplication and division: including learning formal methods for multiplication, short division and long division.

Number and place value: including counting, rounding up and solving practical number problems.

Fractions: including comparing and ordering fractions and conducting calculations using common factors.

Geometry: including studying the properties of 2D/ 3D shapes and calculating angles.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
7	Number 1 Place value Arithmetic	Number 2 Factors & Multiples	Number 3 Prime Factors BIDMAS	Number 4 Positive and Negative numbers	Algebra 1 Expressions, Equations & inequalities	Geometry 1 Coordinates	Geometry 2 Angles	Geometry 3 2D Shapes – identifying & constructing	Number 5 Understand and comparing Fractions	Number 6 Calculating with fractions	Number 7 Ratio	Geometry 4 Transforming 2 D Shapes
8	Algebra 1 Sequences	Algebra 2 Forming and solving equations	Algebra 3 Linear graphs	Number 1 Estimation	Number 2 Ratio Real life graphs	Number 3 Proportion	Statistics 1 Collecting, representing and comparing data	Statistics 2 Bivariate (2 sets) data comparisons	Geometry 1 Angles in polygons	Geometry 1 Bearings	Geometry 1 Circles	Geometry 1 Volume and surface area
9	Number 1 Fractions Percentages	Statistics 1 Probability Statistical diagrams	Algebra 1 Solving	Algebra 2 Solving	Geometry 1 Angles Constructions	Algebra 3 Pythagoras	Number 2 Ratio	Geometry 2 Similarity & enlargement	Algebra 4 Algebra	Algebra 5 Quadratic equations	Number 3 Surds	Number 4 Standard Growth & decay
10	Algebra 1 Linear graphs	Geometry 1 Transformations	Number 1 Ratio & Proportion	Geometry 2 Right angled Triangles	Geometry 3 Trigonometry	Statistics 1 Probability	Number 2 Multiplicative reasoning	Geometry 4 Constructions & loci	Geometry 5 Bearings	Algebra 2 Quadratic equations & Area	Geometry 6 Perimeter & Area	Geometry 7 Volume
11	Algebra 1 Equations & inequalities	Statistics 1 Probability	Number 1 Multiplicative reasoning	Geometry 1 Similarity & congruence	Geometry 2 Trigonometry	Statistics 2 Sampling Cumulative	Statistics 3 Box plots Histograms	Algebra 2 Equations and graphs	Geometry 3 Circle Theorems	Geometry 4 Circle Theorems	Algebra 3 Rearranging formula	Algebra 4 Algebraic fractions
	Geometry 1 Constructions & Loci	Algebra 1 equations	Geometry 2 Perimeter area & volume	Number 1 Indices	Number 2 form	Geometry 3 Similarity & enlargement	Algebra 2 Pythagoras	Algebra 3 equations	GCSE Exams			
	Number 1 Surds Indices	Algebra 1 Quadratics inc graphs	Shape 1 Similar shapes Transformations	Algebra 2 Rearranging formula	Number 2 Multiplicative reasoning	Algebra 3 Algebraic fractions	Shape 2 Sine/cosine rule	Algebra 4 Simultaneous equations	GCSE Exams			

Foundation/Higher

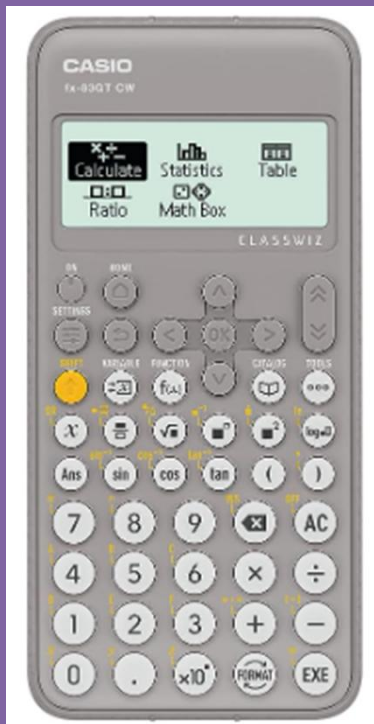
- Higher Sets – 1a, 1b, 2a, 2b, 3a, 3b
- Foundation Sets – 4a, 4b, 5a, 5b

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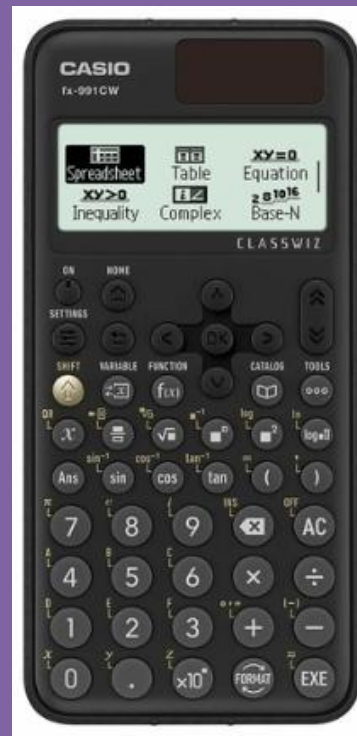
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Calculators are now compulsory

- 2 papers allow calculators – 160 of 240 marks need a calculator – it's an essential purchase!



←
Standard
Scientific
Calculators
available to
purchase in
school at a
discounted
price of £10

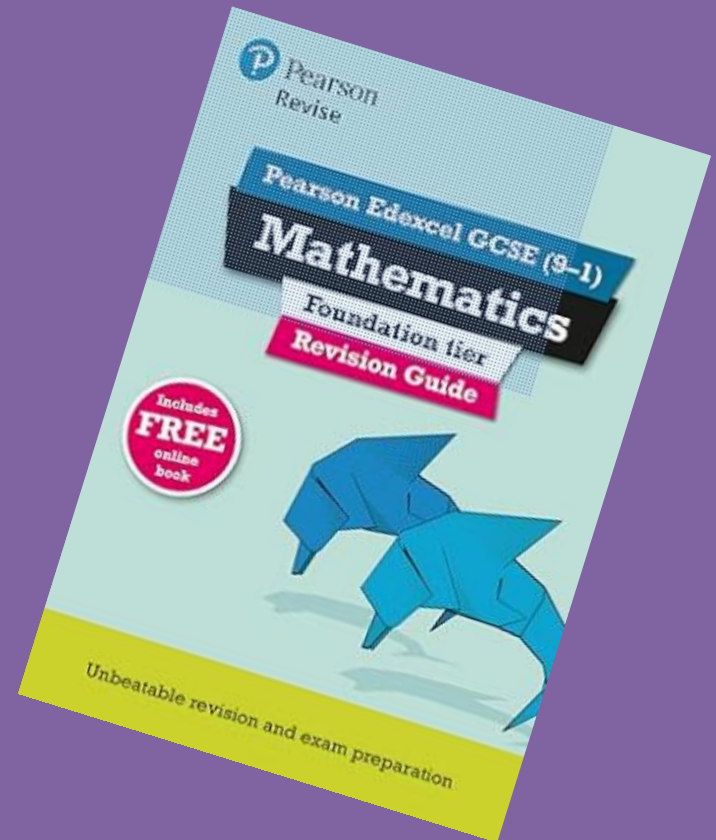
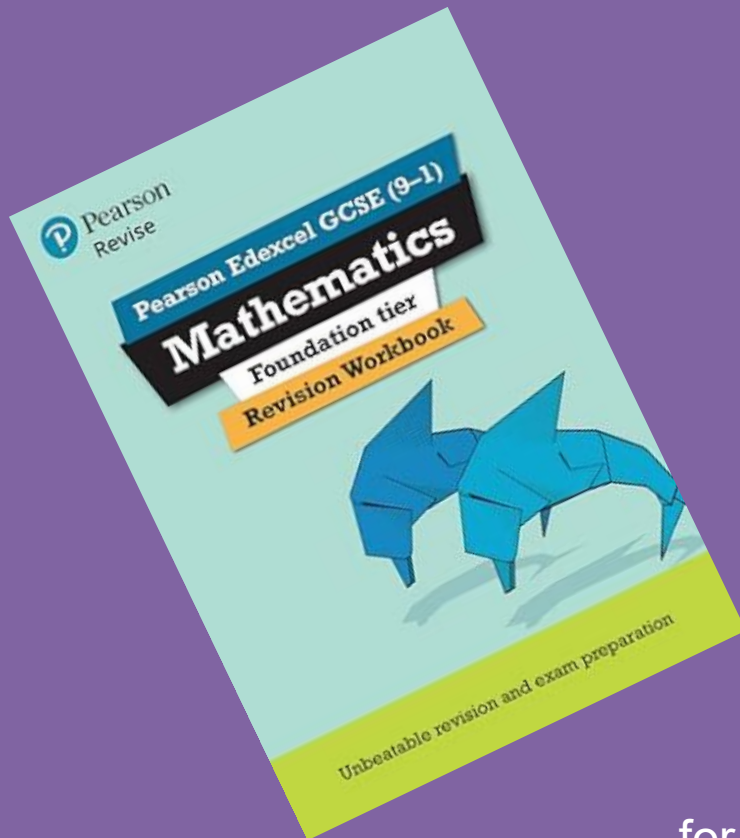


←
Classwiz
Scientific
Calculators
available to
purchase in
school at a
discounted
price of £20

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Revision Guides



£6
for the pair

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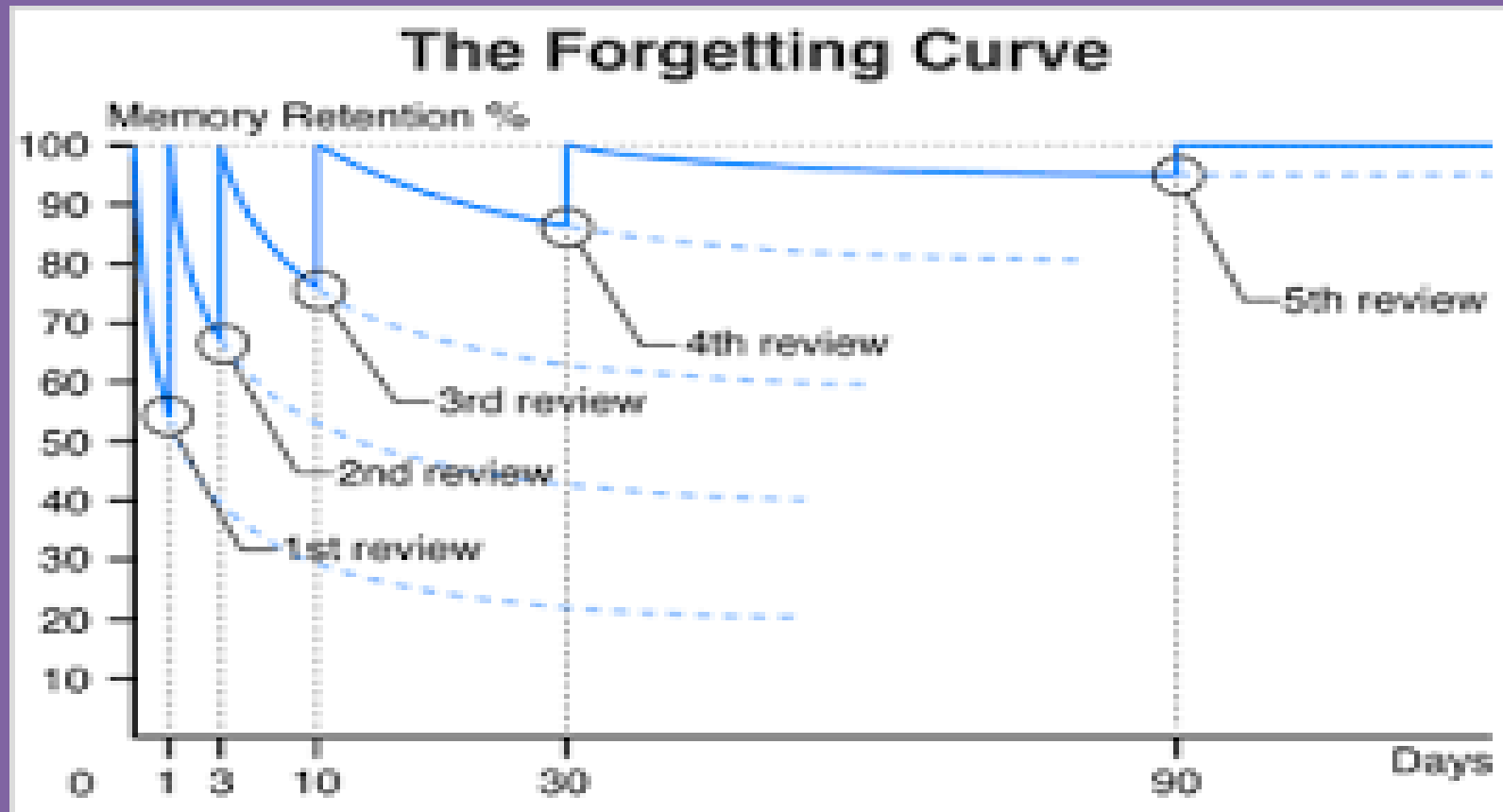
Parent Pay

All the guides and calculators can also be paid for on parent pay.

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Remember why we need to revise?



Practice makes perfect!

- Homework is so important for consolidation!

Homework





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Year 6 Transition



Newsletter

Results Day & Back to School

Results Day Arrangements

Thurs 14 August

Y13 Results Day – timeslots for collection have been sent by email.

Y12 Results will be sent via email in the afternoon.

Thurs 21 August

Y11 Results & Sixth Form Signing on – timeslots for results collection have been sent via email.

Back to School September 2025

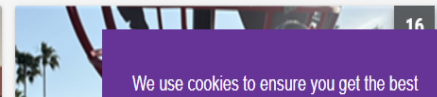
We look forward to welcoming students back to the Academy on Tuesday 2nd September.

Year 7 start at 8.20am and Years 8-11 start at 10.10am; further details to follow.

Sixth Form: Year 13 will return on 4th September & Year 12 will return on 5th September.



News



We use cookies to ensure you get the best



In order to use your Madeley Microsoft Account from home, you must setup Multi-Factor Authentication. Please use the guide below
You must setup MFA to use the 'Login with Microsoft' option to access learning resources including SPARX, Educake and similar platforms

[Setting Up Multi-Factor Authentication Guide \(MFA\)](#)

Useful IT Links



Student Email



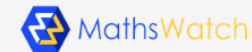
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Stream



Teams



ChatGPT

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Science

Year 10

Information evening

GCSE OCR Gateway Science - **Combined Science A (9-1) - J250**

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Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Fundamental Science Knowledge	Developing Science Knowledge	Enrichment of science knowledge	Application of science knowledge	Mastery of science Knowledge	Analytical Thinking
Building Blocks of life	Functions of cell components inc. Respiration and Photosynthesis	Cell level systems and scaling up to organisms	Interaction of organisms and genetics	Linking Knowledge between modules. Embedding and applying that knowledge.	Developing further knowledge of fundamentals of the cell, biochemistry, ecology, physiology
Atoms and understanding of elements compounds and mixtures.	Understanding of reactions and reactivity.	Development of atomic structure and bonding.	Environmental and organic chemistry. Linking to industrial processes.	Linking Knowledge between modules. Embedding and applying that knowledge.	Developing further knowledge of fundamentals of the cell, biochemistry, ecology, physiology
Basics of forces and waves.	Developing knowledge of electricity and Key equations.	Explaining key equations and further development of electricity linking to charge	Understanding Energy resources, radioactivity and Magnetism in every day life.	Linking Knowledge between modules. Embedding and applying that knowledge.	Developing further knowledge of fundamentals of the cell, biochemistry, ecology, physiology
Name and use correct Science equipment	Understanding and justification of science equipment	Investigation methods	Analysis and conclusion of investigations	Evaluations including improvements in Accuracy and reliability	Analytical Techniques

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Covered in year
9 – with an End
of module test

Covered in
year 10

Year 11

Biology	Chemistry	Physics	Extra
B1	C1	P1	
B2	C2	P2	
B3	C3	P3	
B4	C4	P4	
B5	C5	P5	
B6	C6	P6	Intervention – identification of gaps in knowledge and develop required practical and maths skills
Mastery of 1, 2 and 3	Mastery of 1, 2 and 3	Mastery of 1, 2 and 3	
Mastery of 4, 5 and 6	Mastery of 4, 5 and 6	Mastery of 4, 5 and 6	

Week Starting	Biology	Chemistry	Physics
1st Sept 2025	Biology 10b	Chemistry 10b	Physics 10b
8th Sept 2025	Biology 10b	Chemistry 10b	Physics 10b
15th Sept 2025	Biology 10b	Chemistry 10b	Physics 10b
22nd Sept 2025	Biology 10b	Chemistry 10b	Physics 10b
29th Sept 2025	Biology 10b	Chemistry 10b	Physics 10b
6th Oct 2025	Biology 10b	Chemistry 10b	Physics 10b
13th Oct 2025	Revision	Revision	Revision
20th Oct 2025	Assessment Week	Assessment Week	Assessment Week
27th Oct 2025			
3rd Nov 2025	Biology 10b	Chemistry 10c	Physics 10c
10th Nov 2025	Biology 10b	Chemistry 10c	Physics 10c
17th Nov 2025	Biology 10b	Chemistry 10c	Physics 10c
24th Nov 2025	Biology 10b	Chemistry 10c	Physics 10c
1st Dec 2025	Biology 10b	Chemistry 10c	Physics 10c
8th Dec 2025	Biology 10b	Chemistry 10c	Physics 10c
15th Dec 2025	Biology 10b	Chemistry 10c	Physics 10c
22nd Dec 2025			
29th Dec 2025			
5th Jan 2026	Biology 10c	Chemistry 10c	Physics 10c
12th Jan 2026	Biology 10c	Chemistry 10c	Physics 10c
19th Jan 2026	Biology 10c	Chemistry 10c	Physics 10c
26th Jan 2026	Biology 10c	Chemistry 10c	Physics 10c
2nd Feb 2026	Revision	Revision	Revision
9th Feb 2026	Assessment Week	Assessment Week	Assessment Week
16th Feb 2026			
23rd Feb 2026	Biology 10c	Chemistry 10c	Physics 10c
2nd Mar 2026	Biology 10c	Chemistry 10c	Physics 11a
9th Mar 2026	Biology 11a	Chemistry 11a	Physics 11a
16th Mar 2026	Biology 11a	Chemistry 11a	Physics 11a
23rd Mar 2026	Biology 11a	Chemistry 11a	Physics 11a
30th Mar 2026			
6th Apr 2026			
13th Apr 2026	Biology 11a	Chemistry 11a	Physics 11a
20th Apr 2026	Biology 11a	Chemistry 11a	Physics 11a
27th Apr 2026	Biology 11a	Chemistry 11a	Physics 11a
4th May 2026	Biology 11a	Chemistry 11a	Physics 11a
12th May 2026	Biology 11a	Chemistry 11a	Physics 11a
18th May 2026	Biology 11a	Chemistry 11a	Physics 11a
25th May 2026			
1st Jun 2026	Biology 11a	Chemistry 11a	Physics 11a
8th Jun 2026	Biology 11a	Chemistry 11a	Physics 11a
15th Jun 2026	Biology 11a	Chemistry 11a	Physics 11a
22nd Jun 2026	Biology 11a	Chemistry 11a	Physics 11a
29th Jun 2026	Biology 11a	Chemistry 11a	Physics 11a
6th Jul 2026	Biology 11a	Chemistry 11a	Physics 11a
13th Jul 2026	Biology 11a	Chemistry 11a	Physics 11a
20th Jul 2026			

- There are regular assessment weeks which will give opportunities to learn revision techniques and revisit weaker content.

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Exam Advice

- ✓ Start early
- ✓ Small but often revision – 20/30 minutes
- ✓ Pair different lessons together – Physics with English
- ✓ Write a timetable and stick to it
- ✓ Support from teachers
- ✓ Use of resources from the science department



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CGP



GCSE Combined Science

For OCR Gateway (Grade 9-1)

The Revision Guide
Higher Level

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CGP



GCSE OCR Gateway Combined Science



Exam Practice Workbook

Higher Level

£6

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Useful IT Links



Student Email



Office 365



eStream



Teams

sparx
English

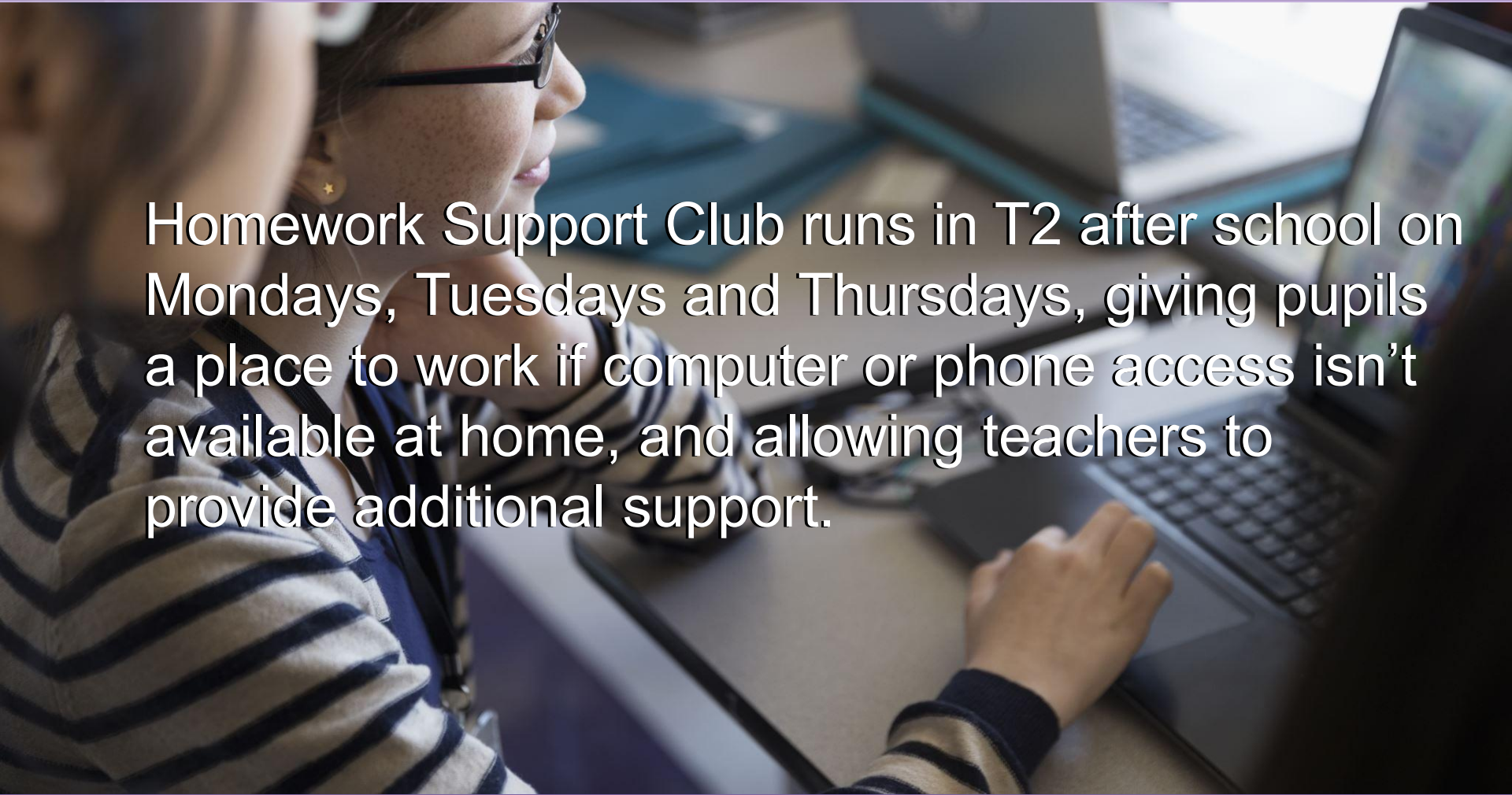


sparx
Maths



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A photograph of a young woman with glasses and a striped shirt, sitting at a desk and working on a laptop. The image is partially obscured by a text overlay. The background shows a classroom setting with other laptops and books.

Homework Support Club runs in T2 after school on Mondays, Tuesdays and Thursdays, giving pupils a place to work if computer or phone access isn't available at home, and allowing teachers to provide additional support.

Closer to Exams, a QR Code booklet will be issued.

Biology Paper

Covering Content B4, B5 and B6

Use the QR codes to revise for this science exam. Watch the Video and by using the pages in your text book make notes or Revision Cards.



[Carbon Cycle](#)

Page 44



[Nitrogen cycle](#)

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[Evolution](#)

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[Genetic diagrams](#)

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[Human Impact](#)

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[Development of drugs](#)

Page 75



[Non communicable disease](#)

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Check [educake](#) for Quizzes on this content



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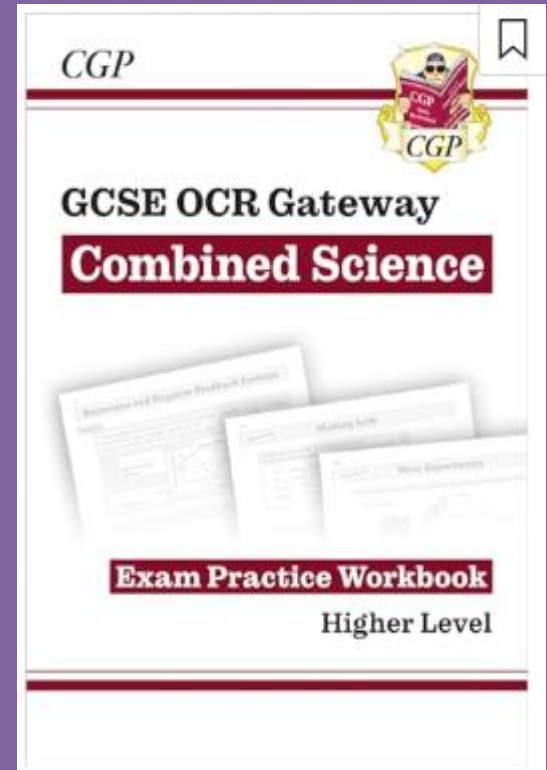
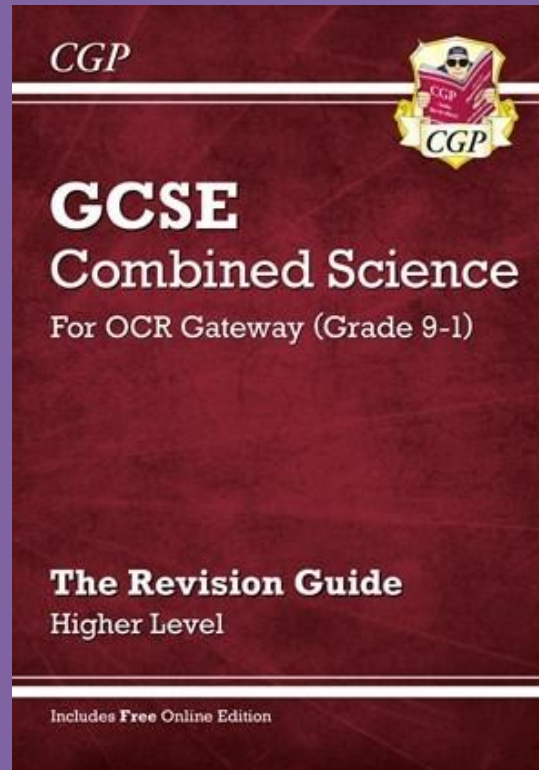
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Books to purchase

- Science
£6 Each



If you have any questions please speak
to your science teachers or email

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Head of Science

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GCSE Geography

Mr Steve Guy

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AQA GCSE Geography

Content Overview	Assessment Overview	
<ul style="list-style-type: none">• The challenge of Natural Hazards• The Living World• Physical landscapes in UK• Geographical Skills	PAPER 1: Living with the Physical Environment 88 Marks (+3 spag) 1 hour 30 Minutes Written paper	35% of total GCSE
<ul style="list-style-type: none">• Urban Issues and challenges• The changing economic world• The challenge of resource management• Geographical Skills	PAPER 2: Challenges in the Human Environment 88 Marks (+3 spag) 1 hour 30 Minutes Written paper	35% of total GCSE
<ul style="list-style-type: none">• Geographical Skills• Decision Making Exercise	PAPER 3: Geographical Applications 76 Marks (+6 spag) 1 hour 15 minutes Written paper	30% of total GCSE

REVISION TIPS for GCSE Geography

- Use a recommended Revision Text.
- Learn subject specific vocabulary.
- Take revision notes from your exercise BOOK.
- Make revision cards.
- Use post-it notes to remember facts.
- Video clips are a good way to learn geography.
- Test yourself.
- Improve exam technique – *command words; key words; how many marks; structure and plan your answers.*
- Do practice questions and exam papers.
- Start early – the more you revisit subject content, the more you will remember.

EXAM TECHNIQUE for GCSE Geography

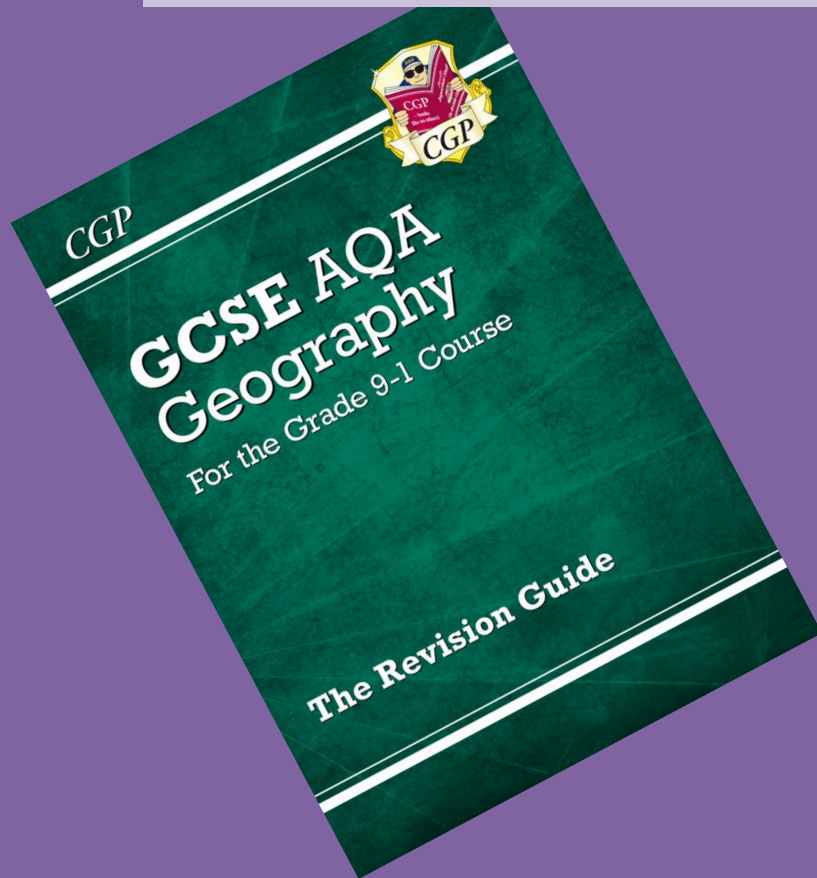
When answering an exam question do the following:

- Highlight the command word.
- Underline the key words in the question.
- How many marks is the question worth?
- Break the answer down – what will you get marks for?
- Fill the space – as a guide 2 lines per mark.
- Structure your answer: Opening sentence-Answer-Closing sentence.
- Always read through your completed answer – check SPAG!

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- **REVISION TEXT for GCSE Geography**



£3.50

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History

Mr Ashley Jones

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History at Madeley Academy

Causation and Consequence

Change and Continuity

Historical Interpretations

Historical Significance

Similarity and Difference

7

8

9

10

11

Autumn 1

The Ancient World

How significant were the Egyptians, Greeks and Romans?

The English Civil War

Why did Charles I lose his head?

Women's Suffrage

How similar were the methods of the Suffragists and Suffragettes?

Crime and Punishment 1250-present

Medieval Britain and Early Modern Britain

The Making of America 1789-1900

Expansion, the West and Civil War and Reconstruction

Autumn 2

Anglo-Saxons

How important were the Anglo-Saxons?

The British Empire

How was slavery abolished in Britain?

World War Two

Why did the RAF win the Battle of Britain?

Crime and Punishment 1250-present

Industrial Britain and Modern Britain

The Making of America 1789-1900

Settlement and conflict on the plains and American cultures

Spring 1

The Norman Conquest

How did the Norman's conquer England?

The Industrial Revolution

Did the Industrial Revolution improve the lives of the poor?

The Holocaust

Have we learnt from the mistakes of the Holocaust?

The Later Elizabethans 1580-1603

Elizabethan Government, Catholics and Daily Lives

History Around Us

History of Coalbrookdale

Spring 2

Medieval Life

What was life like in the Middle Ages?

Jack the Ripper

Who was Jack the Ripper?

End of Empire

How important was Ghandi in ending British rule in India?

The Later Elizabethans 1580-1603

Popular Culture and the Wider World

Mastering of Knowledge

P.E.E structure and source analysis

Summer 1

The Changing World

How much did the Renaissance change the world?

Transportation

What was the impact of British colonisation in Australia?

The Cold War

Why were nuclear weapons nearly used in 1962?

Living under Nazi Rule, 1933-45

Dictatorship, Control and Opposition and Changing Lives

Mastering of Knowledge

P.E.E structure and source analysis

Summer 2

The Tudors

How far was Elizabethan England a 'Gold Age'?

World War One

What was the main cause of WW1?

Human Rights

What helped the struggle for equal rights in Britain and America?

Living under Nazi Rule, 1933-45

Germany in War and Occupation

Students' progress in their understanding of second-order concepts, drawing a distinction between the first 5 (cause, consequence, change and continuity, similarity and difference, and historical significance) and the last 2 (sources and evidence and historical interpretations).

The former are used to classify types of historical argument taught in lessons; the latter focus more on the processes by which evidence is established and accounts are constructed.

There continues to be a focus on developing student's ability to write extended responses and analyse different interpretations of the past.

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Resources to support students

Year 11 Revision Programme

Name:

Teacher:



Year 11 Socrative Quizzes

In this booklet you have multiple choice quizzes to all units of the GCSE course. We will use these weekly in lessons as we master knowledge. Use this booklet further outside of school to recap key information and assess gaps in your knowledge.



Year 11 Knowledge Organisers

Name:

Teacher:



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Week 3: Industrial Britain, 1750-1900

'Developments in policing in the period 1750-1900 were effective.' How far do you agree? Give reasons for your answer. (18 marks)



I Do

Before you write an 18 marker you need to organise your thoughts. **ALWAYS** write a plan.

Agree (Was effective)	Disagree (Not effective)
<p>The Bow Street Runners were more effective in preventing crime than parish constables and watchmen.</p> <p>The Metropolitan Police Force set up in 1829 was a single, unified force under central control that could be used to maintain order without having to call for the aid of the army and it meant that provision was not so dependent upon the wealth of a parish. Also, in 1878 the Criminal Investigation Department (CID) was set up.</p>	<p>There was much opposition to the setting up of the Metropolitan Police Force - fears that it would lead to an over-powerful government. Police force not effective at first because of lack of money.</p> <p>The 1835 Municipal Corporations Act allowed towns to set up their own police force. However, of the 178 towns, only 100 had a police force by 1838, and many of these were quite small. Attitudes were often slow to change as police forces were under local control and paid by local rates. Many ratepayers were concerned about the cost.</p>

We Do - Read through the agree and disagree examples and then highlight the P.E.E structure.

There is a lot of evidence to support this statement that developments in policing were effective in the period. For example, in London in the 1750s, Sir John Fielding organised a group of part-time professional constables to patrol the streets of London each evening until midnight. They were paid using magistrates' funds. They became known as the 'Bow Street Runners' and by 1800 there were 68. This was more effective and was a model for a future paid police force as it stopped a reliance on unpaid officials such as watchmen who were paid poorly, often elderly, and generally not very committed to the job.

On the other hand, it could be argued that the developments in the period were not very effective. For example, there was a lot of opposition to setting up the Metropolitan Police Force because of the cost involved. This meant that the officers were deliberately paid less than skilled workers to keep the costs down. The low rate of pay tended to attract ex-soldiers and general labourers rather than career police officers. This led to it not being effective as the low pay took away incentive to work to the best of their ability and drunkenness became a big problem in the early police force, leading to a high rate of dismissal.



Name _____

Date _____

Score _____

1. The Elizabethans: Government

1. The Privy Council was Elizabeth's small close group of ministers who helped her govern the country. How often did the meet?

- (A) Almost daily.
- (B) Almost Monthly.
- (C) Almost Yearly.



2. Elizabeth used patronage (giving particular men important duties or privileges). How did this help her keep control of her government?

- (A) It caused competition and factional rivalry.
- (B) It ensured loyalty.
- (C) It made her close advisors admire her more.

3. William Cecil (Lord Burghley) was Elizabeth's main minister for 40 years. Describe one of his roles.

- (A) Elizabeth's 'spy master'. He ran a network of informers uncovering plots against Elizabeth.
- (B) Responsible for foreign affairs.
- (C) Correspondence passed through him.

4. Why were the 1590s a challenging decade for Elizabeth?



- (A) Elizabeth's closest advisors died (Walsingham in 1590 and Cecil in 1598). This opened up opportunities for new courtiers to compete to gain influence.
- (B) England experienced a series of bad harvests, famine, plague and rising poverty.
- (C) Elizabeth had no heir so there was uncertainty around succession.

5. Who defied the queen and was executed for treason in 1601?

- (A) Robert Cecil.
- (B) Robert Dudley.
- (C) Robert Devereux.

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Question 2	The Blast Furnace/Museum of Iron	Severn Warehouse/Museum of the Gorge	The Old School House	Holy Trinity Church
How far have the uses of your site changed throughout its history?	 <p>Industrial The blast furnace was built by Basil Brooke in 1658. In 1705 the dam used to help power the waterwheel burst and the furnace blew up! When Abraham Darby arrived in 1709, he rented the furnace. He fixed it and started experimenting with coke (roasted coal). He was very successful, as his new product meant he could mass produce good quality iron at a cheaper price to his rival and cast it into consumer goods that every home needed such as cooking pots and kettles.</p> <p>Why did it change? 1830s the Blast Furnace was no longer used as the foundry for cast iron are produced elsewhere on the large site at Coalbrookdale. The original foundry became buried over time as it is abandoned.</p> <p>In 1959 turned into a museum to celebrate 250 years of Abraham Darby's arrival in Coalbrookdale and his significant contributions to Industrialisation. The foundry is excavated and covered with a purpose-built shelter to protect it.</p>	 <p>Industrial Around 1840 the Severn Warehouse was constructed for the Coalbrookdale Company on the bank of the River Severn. The river transported goods to Bristol and then to the rest of the world. This can be seen in the tracks outside the museum which are the only remaining tracks of an extensive network of tracks that helped to transport goods from the top of the hill in Coalbrookdale to the warehouse to be stored and then shipped.</p> <p>Why did it change? The river was unpredictable. Goods could only be shipped when the water levels were right e.g. not flooding or low levels in summer. In 1864 the standard gauge railway line running through Coalbrookdale was opened and connections made to the ironworks. As railways were faster and more efficient method of transporting goods, shipping via the river decline. The warehouse was sold to a soft drink company that bottled water.</p> <p>Today, the Museum of the Gorge is one of the ten museums of the Ironbridge Gorge Museum Trust. It portrays the history of the Ironbridge Gorge and the surrounding area of Coalbrookdale.</p>	 <p>Industrial Education in Coalbrookdale dates back to Abraham Darby I - The exact date of this school is not known, but we do know that the Coalbrookdale Company had established a day school for boys as early as 1718. It was the job of employers to provide education for their apprentices. The Old School House was built in 1830 for children up to the age of 10, fifty years earlier than compulsory education. By 1851 some 80 boys were being taught at this school.</p> <p>Why did it change? Due to population increase and the Compulsory Education Act in 1880 there was need for a larger school to accommodate pupil, and education was now organised by the local authority not local businesses.</p> <p>1911 the four local schools within Coalbrookdale merged to become the Coalbrookdale and Ironbridge C.E. School. The Old School House building is now a residential home.</p>	 <p>Industrial The construction of Holy Trinity Church on the top of the hill overlooking Coalbrookdale started in 1851 and was completed in 1854. The Darby family for generations were strict Quakers; however, Abraham Darby IV built the church as he had converted to Church of England. The Darby family contributed £6,000 to building the church and Abraham Darby IV pledged £100 per year to keep the church running, a significant amount of money at the time.</p> <p>Why did it change? Today, the Holy Trinity Church is still a functioning church with services every week and each Sunday. There have been some modern features such as lighting and heating, but the structure remains very much the same. The Church has been maintained thanks to the contribution of the Darby family and later the community. Despite the decline in church attendance the population increase means there continues to be a congregation at the Church and service at Easter and Christmas are particularly popular. This is in part due to the Church of England continuing to be the recognised religion of the Head of State (e.g. King Charles III).</p>
Exam Question	<p>2021 Paper How far have the uses of your site changed throughout its history? Use physical features of the site as well as your knowledge to support your answer. [20]</p>	<p>2022 Paper How far does your site tell us about important local or national changes? Use physical features of the site as well as your knowledge to support your answer. [20]</p>	<p>2024 Paper Choose two different points in your site's history. Explain the ways in which the site or its uses changed between these two points. Use physical features of the site as well as your knowledge to support your answer. [20]</p>	<p>2025 Paper Explain the reasons why your site's uses have changed over time. Use physical features of the site as well as your knowledge to support your answer. [20]</p>

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The Later Elizabethans 1580-1603



Elizabeth and her government



- Elizabeth and her court: patronage, the privy council and the rebellion of the Earl of Essex
- Elizabeth and her parliaments, including opposition from Puritans
- Elizabeth and her people; local government and propaganda



Catholics



- The enforcement of Elizabeth's religious settlement after 1580
- Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network
- Mary Queen of Scots, the Armada and war with Spain



Daily Lives



- The contrasting lives of rich, middling and poor Elizabethans
- Family life: husbands and wives, parents and children, wider kinship
- Poverty: its causes, Elizabethan explanations and responses.



Popular Culture



- Theatres and their opponents
- The Puritan attack on popular pastimes
- The persecution of witches



The Wider World



- Imperial ambition: the motives and achievements of Elizabethan adventurers
- Roanoke: England's attempt at an American colony
- Trade with the east, including first contacts with India



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Resources to support students

Crime and Punishment Knowledge Organisers

Your study of crime and punishment has been organised around three big issues: The nature and extent of **crime**, the enforcement of **law and order** and the **punishment** of offenders. For each issue, use the summaries to identify: Periods of great **change**, specific **turning points** and periods of **continuity**.

The Nature and Extent of Crime 1250-present

<p>Medieval: 1250-1500 (pp. 30-31)</p> <p>Serious crimes: Treason, murder and stealing expensive goods (worth more than 12d).</p> <p>Petty Crimes: Getting into debt and doing limited harm to a person or property. Occasionally laws were passed against dice and football.</p> <p>Vagrancy became a problem after the Black Death of 1348 killed over half of the population. Some wandered to find work with better pay.</p> <p>After 1350, scolding (using abusive language) appeared. This was due to manors being able to pass their own laws and it spread quickly, mostly against women.</p> <p>In 1531, Treason was clearly defined. This then included a woman killing her husband and counterfeiting coins.</p>	<p>EMB: 1500-1750 (pp. 36-37)</p> <p>The serious and petty crimes from the Medieval period continued in EMB.</p> <p>However, Vagrancy increased due to huge increase in population and poor harvests. Elizabethan England pamphlets sensationalised gangs of vagrants committing thefts and murders.</p> <p>Smuggling emerged due to increased taxes for goods brought into the country e.g. luxuries such as tobacco and tea.</p> <p>Highway robbery emerged as new roads were built and road were poorly lit. There were no banks so people travelled with their money and jewellery.</p> <p>Poaching, was seen as a social crime due to the acceptance of them being committed by the people.</p> <p>Between 1500 and 1650, there was a widespread belief in magic and the Devil. Witchcraft trials increased during the families of 1500-1550 and during the English Civil War.</p>	<p>Industrial Britain: 1750-1900 (pp. 42-43)</p> <p>Petty theft was the most common type of crime, with factories full of goods and banks opening in towns and cities. Overcrowding lodging houses packed with people's possessions, and crowded alleyways, contributed to increasing crime rates.</p> <p>New crimes included fare-dodging and vandalism on railways, failing to send children to school, stealing water from standpipes, as well as 'white-collar crimes' such as businessmen embezzling their investors.</p> <p>Most crime was opportunistic and only 10% of crimes involved violence and the murder rate was low.</p> <p>There was a sharp increase in crime after 1815, when the Napoleonic Wars finished – thousands of soldiers returned home to face rising prices, falling wages and deepening economic recession (decline).</p>	<p>1900-Present (pp. 48-49)</p> <p>On 28 January 1886, Mr Arnold was caught driving over the speed limit while going at 30mph when the limit was 20mph. Subsequent laws included a limit on the amount of alcohol allowed in a driver's bloodstream (1867), compulsory wearing of seatbelts (1891) and speeding (1892).</p> <p>Football hooliganism reached a peak in the 1970s and 80s. Introduction of CCTV and high-ticket prices has reduced this.</p> <p>New laws to tackle discrimination were introduced such as the Race Relations Acts of 1965, 1968 and 1976. In 1968 and 2003, a new category of offence known as 'hate crime' was introduced. This gave greater protection to victims of crime based on their race, gender, religion or disability.</p> <p>The emergence of the internet in the 1990s led to cybercrimes such as, illegal downloading, phishing (tricking people to share their bank details) and hacking big businesses.</p> <p>In 1971 parliament began to list drugs according to categories (A, B and C).</p>
<p>In Medieval Britain farming was the most important work. Villagers farmed many strips of land scattered around the manor. If harvests failed there could be hunger or famine.</p> <p>Almost all work was done by hand. People's days were spent working alongside each other with tools such as axes and hammers. Laws required men to keep weapons ready to keep the 'King's Peace'.</p>	<p>Early Modern Britain was a period where most people continued to live and work in the countryside. If there were bad harvests people continued to be desperate and moved to find work.</p> <p>From the 1600s more roads were built and stagecoach travel became popular. There were few banks. Also, the government raised taxes on luxury goods such as tea and tobacco. Traders who wanted to import goods had to pay a duty of 30% which forced up the price for consumers.</p> <p>Growing furthest beliefs in the late 1500s led to the growth of moral crimes such as drinking and not attending church.</p>	<p>Between 1750-1800 Britain became the world's first industrial country. Britain's population went from 6 million in 1750 to 37 million in 1800. This led to urbanisation with many living in cramped conditions. Rich and poor people also encountered each other in the town centres where the wealthy went to shop.</p> <p>By 1850, most major towns were connected by rail. The age of the stagecoach came to an end as people and goods were transported by railway.</p>	<p>Migration and diversity were a major development in the 20th century. This can be seen in the arrival of the Windrush generation between 1945 and 1971 from Caribbean countries and when Britain joined the EU in 1973.</p> <p>Today transport and communication has developed at a major speed. On computers this allows people to record and share data.</p>

my revision notes



OCR GCSE (9-1)

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