

# Year 11 Revision Information Evening

Welcome



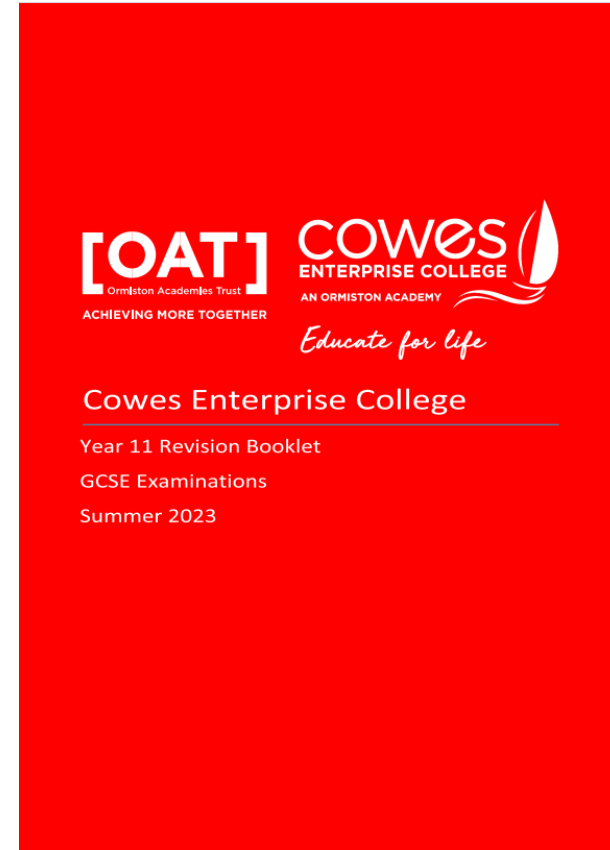
# Content

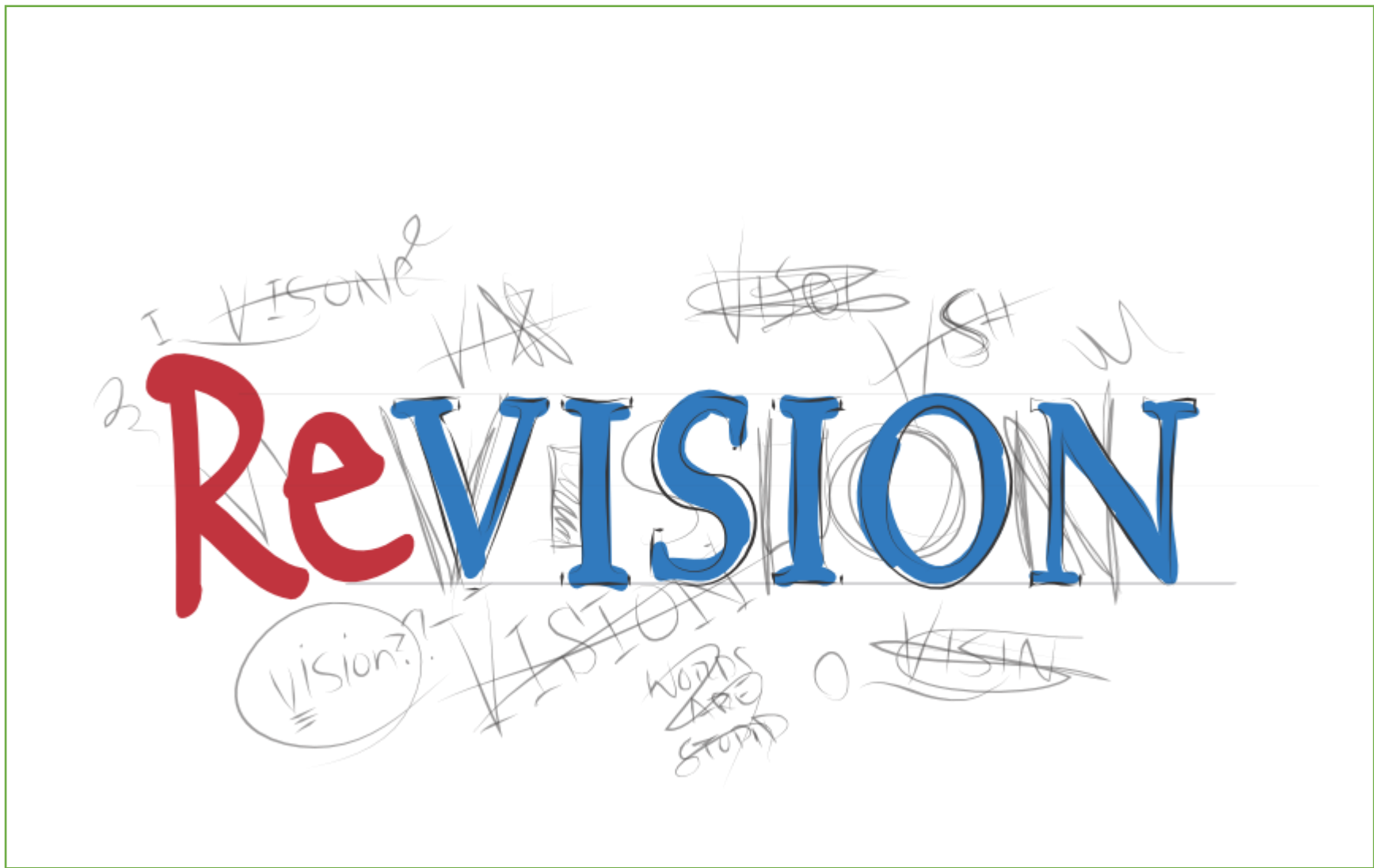
- CEC Revision booklet / schedule planner
- Revision – flashcard technique
- Subject specific advice
- Staying healthy
- Questions with staff



# CEC Revision booklet / schedule planner

- Issued to all students and parents
- Available on [website](#)
- Page 3 Study schedule planner
- All students to target set using the planner





# Professor John Dunlosky's research

published in Psychological Science in the Public Interest, a journal of the Association for Psychological Science (2013)

Only two of the 10 techniques examined turned out to be really effective :

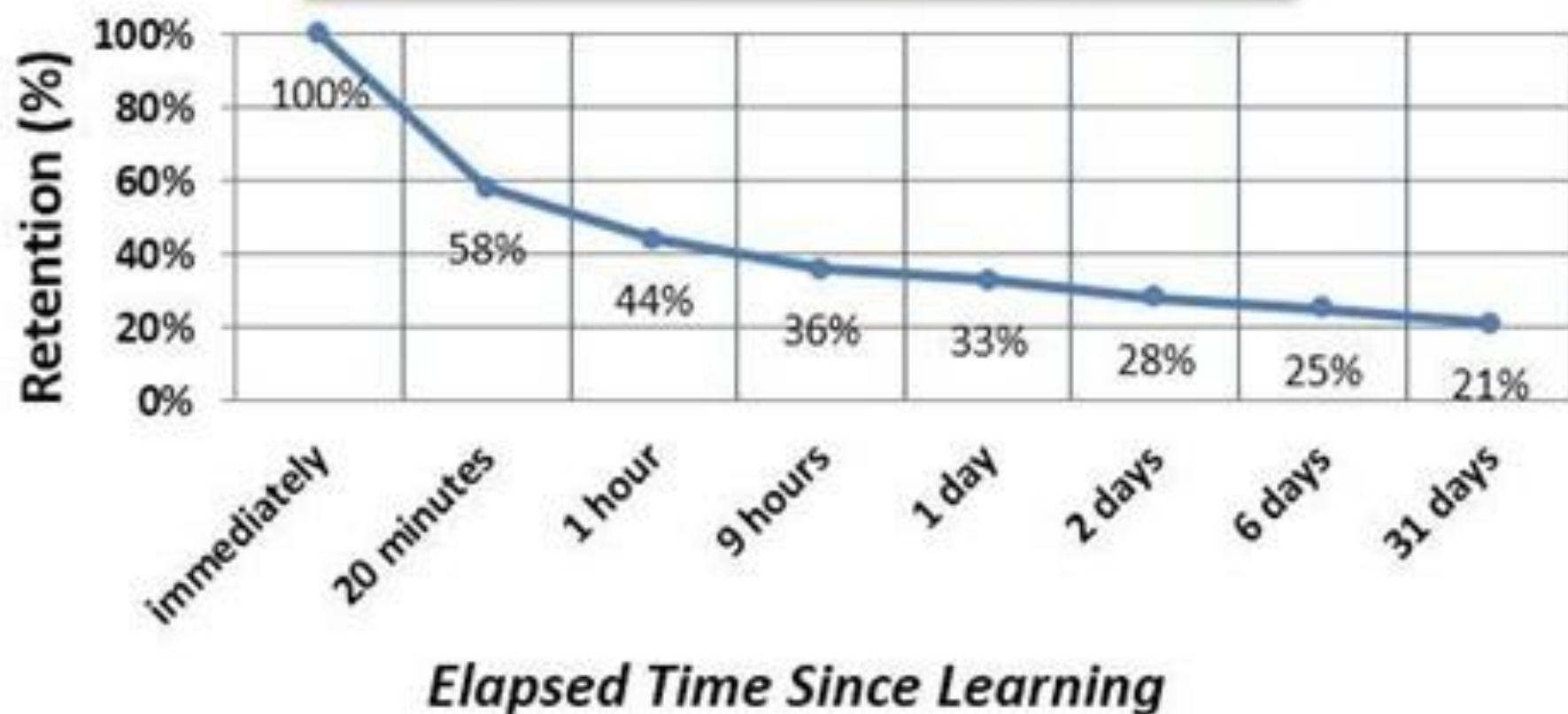
1. Testing yourself
2. Spreading out your revision over time.

**"Students who can test themselves or try to retrieve material from their memory are going to learn that material better in the long run".**

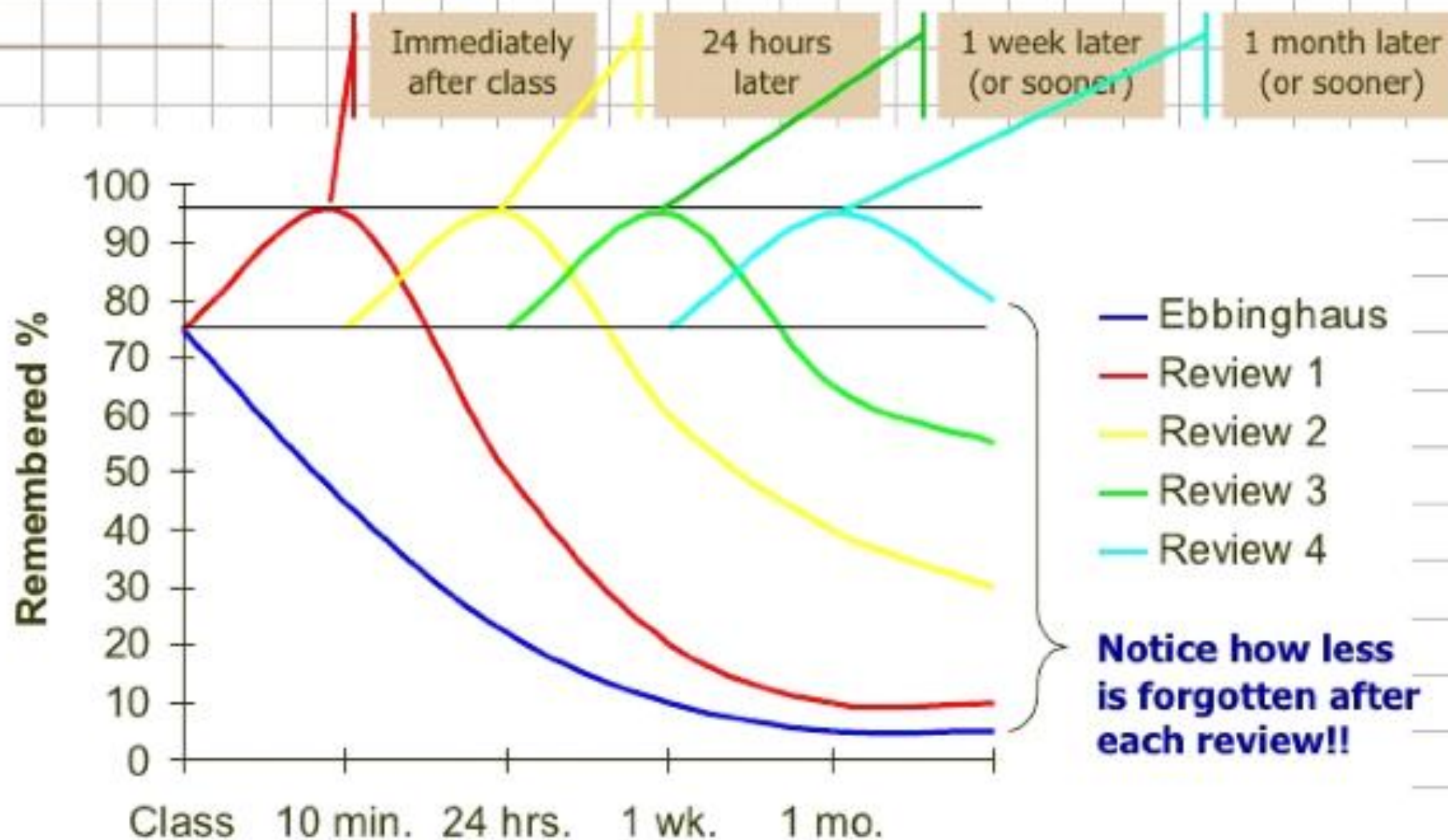
**"Start by reading the text book then make flash cards of the critical concepts and test yourself".**

**"A century of research has shown that repeated testing works."**

## Ebbinghaus Forgetting Curve



# Overcoming the Curve



# What works?

Only two of the 10 techniques examined turned out to be really effective :

1. Testing yourself (Practice testing)
2. Spreading out your revision over time (Distributive practice)

## **To be successful:**

- Revise little and often
- Start within 24 hours of learning new material
- Return to topics regularly  
(immediately, a month later, year 9, year 10 etc.)
- Create flashcards, posters, quizzes...



## Helping you memorise 5 simple steps

**Step 1-** Highlight the key points on the revision guide

**Step 2-** Make a flash card/bullet point list/mind map

**Step 3-** Copy out flash card/bullet point list/mind map over and over- x10

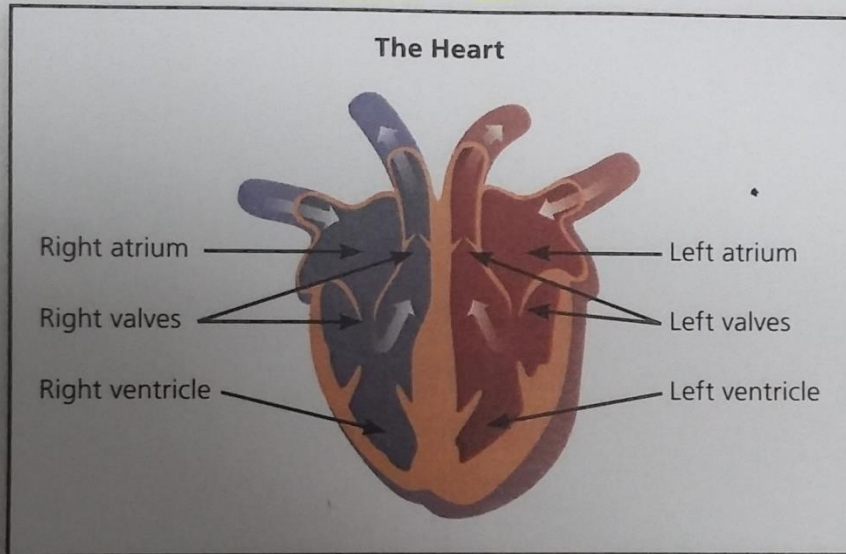
**Step 4-** Test yourself- verbally or in writing- (if you cannot remember, go back to step 3 and repeat)

**Step 5-** Practice exam question in timed conditions with no notes.

## Step 1-Highlight key points on the revision guide

### The Heart

The heart is a muscular organ in the circulatory system. It beats automatically, pumping blood around the body to provide cells with oxygen and dissolved food for **respiration**. The blood removes carbon dioxide and water as waste products.



Blood from the rest of the body enters the right atrium of the heart. It then moves into the right ventricle before being pumped to the lungs. When the oxygenated blood returns to the heart, it enters the left atrium. It then moves into the left ventricle before being pumped to the rest of the body. The heart is called a **double pump** because blood returns to it twice.

The heart itself is mainly made up of muscle cells. These cells also require oxygen and dissolved food, so the heart needs its own blood supply.

Don't highlight everything- just keywords and points

You are trying to condense the content

## Agility

Definition → 'The ability to change the position of the body quickly while maintaining control of the movement.'

Useful in

Rugby → change direction to move out of the way of players.

Badminton → change direction depending on where the shuttlecock has been played.

## Fitness tests

Cooper run  
Cooper swim  
Harvard step

Grip dynamometer - Strength

Sit + reach - Flexibility

Illinois agility run - Agility

30 m sprint - Speed

Vertical jump - Power

1 min press up - Muscular endurance

1 min sit up - Muscular endurance.

## Muscular Endurance

Definition → The ability to use voluntary muscles many times without getting tired

Required when activities:

- are mainly aerobic
- last a long time
- require repeated use of the same muscles

Used by people who need:

- prolonged O<sub>2</sub> delivery to working muscles
- to repeat muscle contractions over a long period of time.

## Work done

Energy = A quantity that tells you what is possible but not what will happen.

Energy stores

Chemical  
Thermal  
Kinetic  
Gravitational  
Elastic  
Nuclear  
Electrostatic  
Magnetic

How is energy transferred?

- Mechanically (forces)
- electrically
- heating (particles)
- heating (radiation)

Law of conservation of mass:  
Energy cannot be created nor destroyed. Energy can only be transferred between stores.

Energy Analysis with forces

To analyse energy:

1. choose 2 points in a process  
2. identify which stores have more or less energy in them  
3. work out which type of transfer has transferred energy between stores.

velocity =  $\frac{1}{2} \times \text{mass} \times \text{velocity}^2$

Braking

Brakes exert a force on a car work done by brakes slows a car down.

Transfers energy from kinetic store to thermal store of the brake pads.

work done = force x distance

Energy in a spring =  $\frac{1}{2} k x^2$

To analyse gravity can use:

force x distance

or

Eg = mgh

Power and Efficiency

An electric current transfers energy by:

chemical → battery

chemical/nuclear → mains

Power rating on an appliance =

What rate energy transfers between stores

Large energy rating = more energy per second

electrical work done = power x time

power =  $\frac{\text{electrical work done}}{\text{time}}$

Electrical Appliances

Transfer energy from chemical stores

Thermal store

Energy is transferred to the thermal store by:

- burning fuel
- using an electric current to transfer energy from

Conduction

- The process where vibrating particles pass extra energy to their kinetic energy stores to neighbouring particles

- generally occurs in solids bc particles are densely packed

- All objects have thermal conductivity

## Convection

- occurs when the particles with more energy in the kinetic stores move from hotter region to the cooler region and take the KE stores with them

- radiators rely on convection

- To reduce: Stop fluids moving

Radiation

- can travel through a vacuum

- energy carried by infrared waves

- All objects continually emit and absorb radiation.

- Matt black surfaces good absorbers and emitters of radiation

- Light, smooth, shiny objects are poor absorbers

Physics P7

Reducing unwanted energy

Insulation

Loft = fibreglass wool reduces convection and conduction

Water tank Jacket = Reduces conduction keeps water hot

Double glazing = 2 layers of glass with gap between to reduce convection

Thick curtains = reduces heat convection + conduction

Brought proofing = strips of plastic around door to stop hot air going reducing convection



Step 2- Make a flash card/bullet point list/mind map using the highlighted text

## THE HEART

- Muscular organ in **Circulatory System.**
- Beats automatically
- Pumps blood → body → cells with Oxygen + dissolved food for **respiration.**
- Blood → removes CO<sub>2</sub> Water as waste.

- **Blood from body** → enters **RIGHT ATRIUM**  
↳ moves to **RIGHT VENTRICLE** → then pumped to the **lungs**.
- **Oxygenated blood** returns to **LEFT ATRIUM**  
↳ moves into **LEFT VENTRICLE** → then pumped to **body** **TO LUNGS**.

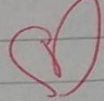
- Heart = double pump → blood returns twice.

The diagram illustrates the flow of blood through the heart. It shows the Right Atrium and Right Ventricle on the left side of the diagram, and the Left Atrium and Left Ventricle on the right side. Green arrows indicate the flow of deoxygenated blood from the body into the Right Atrium, then to the Right Ventricle, and finally to the lungs. Red arrows indicate the flow of oxygenated blood from the lungs into the Left Atrium, then to the Left Ventricle, and finally to the body. The diagram also shows the Right and Left Valves.

Use colours to help key concepts and points stand out

These are students' neat notes that they keep and use to revisit and test themselves

**Step 3-** Copy out flash card/bullet point list/mind map over and over- x5

The heart 

- Muscular organ in Circulatory system
- Beats automatically
- Pumps blood to body - provide cells with  $O_2$  + dissolved food for RESPIRATION.
- Blood removes  $CO_2$  + water as waste
- Blood - from body (deoxygenated) - RIGHT ATRIUM → moves RIGHT Ventricle → Lungs.
- Blood - from lungs (oxygenated) → LEFT VENTRICLE → moves LEFT Ventricle → body.
- DOUBLE PUMP.

Writing is better  
than simply  
reading when it  
comes to  
memorising.

**Step 4-** Test yourself- verbally or in writing- (if you cannot remember, go back and repeat to step 3)



REPETITION is very important- REPEAT REPEAT REPEAT

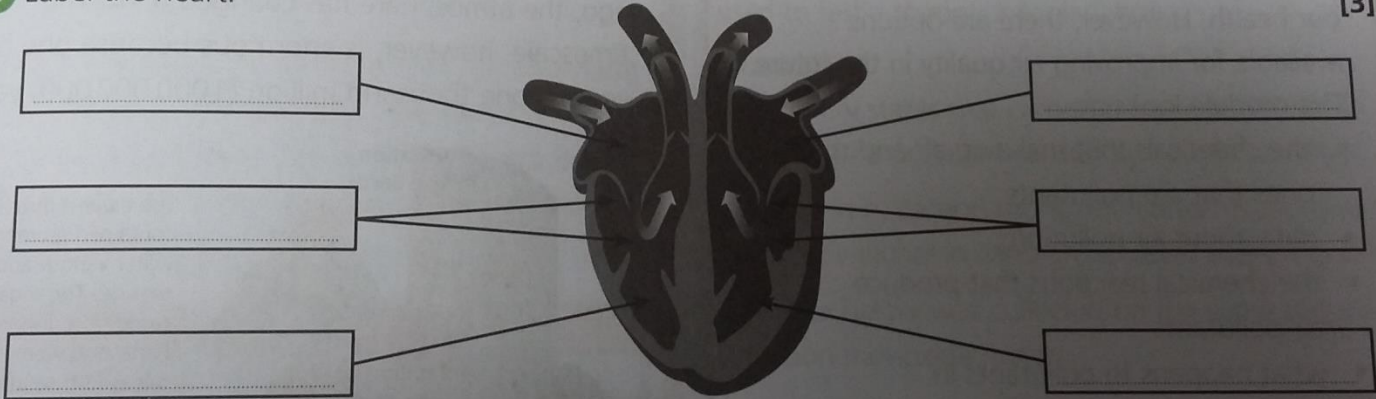


## Step 5- Practice exam question in timed conditions with no notes.

**Exam Practice Questions**

**B1 5** Explain the disadvantages of making genetic testing compulsory. **[6]**  
*The quality of written communication will be assessed in your answer to this question.*

**B2 6** Label the heart. **[3]**



Revision and information learnt must be applied to the exam. Otherwise you will learn information but will have no idea how this information actually helps you score marks in the examination.

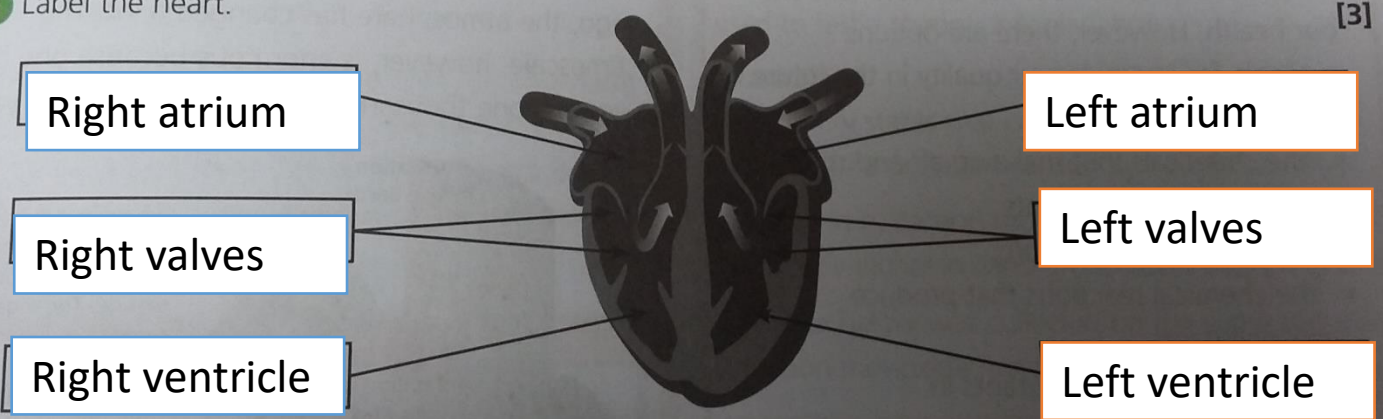
Examiners want you to answer the exact question being asked.

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**Exam Practice Questions**

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*The quality of written communication will be assessed in your answer to this question.*

**B2 6** Label the heart. [3]



The diagram shows a frontal view of the human heart. It is divided into four main chambers: the right atrium (top left), right ventricle (bottom left), left atrium (top right), and left ventricle (bottom right). Arrows indicate the flow of blood: entering the atria from the top, moving down to the ventricles, and then being pumped out. Labels are provided for the right atrium, right valves, right ventricle, left atrium, left valves, and left ventricle.

Revision and information learnt must be applied to the exam. Otherwise students will learn information but will no idea how this information actually helps them score marks in the examination.

Examiners want students to answer the exact question being asked of them.



# MORE PODS, MORE PROGRESS

81% of students agreed that GCSEPod helped them achieve higher grades in their GCSE exams\*



## TWEET, TWEET



\*survey carried out in September 2017 with 318 respondents



LOGIN NOW AT [GCSEPOD.COM](https://www.gcsepod.com)



[https://www.youtube.com/watch?v=8F\\_hT5258E](https://www.youtube.com/watch?v=8F_hT5258E)

#### 4: Chemistry (H)

##### C2.2: Bonding

**Metals and non-metals** – Produce a table to show the typical properties of metal and non-metal elements. Include the chemical properties.

Q1 What type of solutions to metal oxides produce?

Q2 What type of solutions to non-metal oxides produce?

**Electronic structures** – Make a mindmap showing the electronic structure of an atom. Show how the electronic structure is related to how the elements are arranged in the periodic table.

Q1 Magnesium is found in group 2 and period 3 of the periodic table. Explain how you would use this information to deduce the electronic structure of Magnesium.

Q2 Draw a diagram to show how the electrons are arranged in a single sulfur atom.

**Forming Ions and Ionic compounds** – Explain what an ion is and draw some examples of their electronic structure. Use dot and cross diagrams to explain how ionic compounds form.

Q1 Sodium Bromide, NaBr, is an ionic compound. It conducts electricity when in solution, but not when in a solid. Explain why this is the case.

Q2 Calcium fluoride, CaF<sub>2</sub>, is an ionic compound. Draw a dot and cross diagram to show the bonding in calcium fluoride. You should include the charges on your ions

Q3 Explain the meaning of the term 'ionic bond'

**Simple Molecules** – Draw out ball-and-stick and displayed formula models in simple molecules. Compare the disadvantages and advantages of each.

Q1 What are covalent bonds? Draw an example and explain how they give atoms a more stable electronic structure.

Q2 Suggest a limitation of the ball-and-stick model of a water molecule when compared with a displayed formula.

Q3 Describe the bonds present in a sample of carbon dioxide and compare their strengths

**Giant Covalent structures** – Draw out an example of a giant covalent structure and explain what they are. Give examples of the chemical formulae for these giant molecules.

Q1 Compare the structures of diamond and silica

**Polymer Molecules** – Use flashcards to explain what polymers are and their importance in chemistry. Include the type of bonds you would find in polymer molecules. Compare natural polymers with artificial polymers.

✓ Complete the task in the resource booklet

Use these resources to support:

Textbook on Kerboodle: P52-65

Chemistry revision guide: P20-25

GCSE Pod:

<https://members.gcsepod.com/shared/podcasts/html/10885>

Bitesize:

[http://www.bbc.co.uk/schools/gcsebitesize/science/add\\_scr\\_2011/chemicals/metals/properties1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/add_scr_2011/chemicals/metals/properties1.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/add\\_scr\\_2011/atomic/atomstrucnew5.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/add_scr_2011/atomic/atomstrucnew5.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/add\\_gateway\\_pse\\_2011/periodictable/periodictablenew1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pse_2011/periodictable/periodictablenew1.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/ocr\\_gateway\\_pse\\_2011/carbon\\_chem/5\\_fundamental\\_concepts2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pse_2011/carbon_chem/5_fundamental_concepts2.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/add\\_scr\\_2011/atomic/differentsubnew3.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/add_scr_2011/atomic/differentsubnew3.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/ocr\\_gateway\\_pse\\_2011/carbon\\_chem/5\\_designer\\_polymernew4.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pse_2011/carbon_chem/5_designer_polymernew4.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/add\\_scr\\_21c/chemical\\_patterns/periodictablenew2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/add_scr_21c/chemical_patterns/periodictablenew2.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/science/add\\_sdenet/atomic\\_structure/](http://www.bbc.co.uk/schools/gcsebitesize/science/add_sdenet/atomic_structure/)

You Tube:

<https://www.youtube.com/watch?v=8CNk2-S5-Q4>

#### WEEK 4:

##### 1: English Language

##### Language Paper 2: Transactional Writing

Watch the following video clips on GCSE pod:

\*\*Sentences – The Basics

\*\*Types of Sentences and Paragraphs

\*\*Writing to present a viewpoint

\*\*Writing to present a viewpoint: More advanced Techniques

Task: Complete Task 5 Transactional Writing (from your Revision Pack)

Choose the speech or the article!

##### 2: Mathematics

Consolidate your learning from previous weeks by going back over your notes and any repeat again any questions you struggled on until you feel confident with them.

##### 1: Physical Education

1. Define the terms: Health, Exercise, Fitness and Performance.
2. Use your revision guide and class notes to write a paragraph on each of the defined terms, providing examples.
3. Write a paragraph to discuss the relationship between health and fitness
4. List as many benefits of exercise as you can under the three headings:

Physical

Emotional / Psychological

Social

Or

1. Log in to GCSE POD for PE; got to the physical training section.
2. Watch all the pod casts on the relationship between health and fitness and the role that exercise plays in both (do not take notes at this point).
3. Watch the clips a second time and make flash cards on this topic.

##### 2: English Literature

Macbeth: Imagery of Darkness, Clothes, Blood and animals

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# Subject specific advice



# GCSE Mathematics Exam Dates

**GCSE PAPER 1**

(NON CALCULATOR)

**19/5/2023**

**GCSE PAPER 2**

(CALCULATOR)

**7/6/2023**

**GCSE PAPER 3**

(CALCULATOR)

**14/6/2023**

# Revision advice

- Use the QLA sheets to identify the topics you need to work on, then use Mathswatch to make revision notes and practise the questions.
- Past papers are an effective way to revise mathematics as long you go through marks schemes and make corrections. Reattempt the same paper a week later.
- Once you are confident with a topic, use the exam style questions on OnMaths to practice in more depth.
- **MAKE SURE YOU HAVE A SCIENTIFIC CALCULATOR** (Casio models best recommended) – you should use this for any calculator questions in your revision as well as bringing it to each maths lesson.
- Do some revision everyday but give yourself regular breaks.
- A suggested revision schedule is on Show My Homework.

# Useful maths revision websites

- **MathsWatch (school provided platform)**: tasks set by class teacher, with revision videos to talk you through each type of question if needed. Mathswatch also allows independent work please see next page for instructions.
- **OnMaths**: online practice papers, which are self-marking. Topic specific practice available as well.
- **Corbett Maths**: revision videos and practice exam style questions. Make sure you check your work with the answers.
- **Maths Made Easy**: a wealth of online revision material and practice questions.
- **Mr Tompkins EdTech** A teacher who has walkthroughs for lots of past maths papers
- **Maths Genie** topics by grade and links to past papers.
- **GCSE Maths tutor** Past papers as well as walk throughs, workbooks and booklets
- **Revision maths** Past papers from various exam boards.



# English Language: Imaginative and Transactional Writing

At home, students should practice their Imaginative Writing and Transactional Writing. This is 50% of the entire English Language GCSE.

## Imaginative Writing:

Each student is encouraged to write a short story that can be changed to fit the question on the final exam. Some students have created stories based around the opening of the movie: Saving Private Ryan but others have chosen other themes/ideas.

## Transactional Writing:

Students should create a bank of famous quotes about effort, growth mindset, pushing past limitations. They should read widely a range of non fiction texts.



# English Literature

1. **Author's purpose** for An Inspector Calls, A Christmas Carol, Macbeth and Edexcel Conflict Poetry.
2. Five to ten Key **'Killer Quotations'** and/or **'Concepts'** for each text that can be used/ applied to a variety of questions.
3. GCSE pod ( to *revise main plot and characters*)

## Poems that are likely to come up:

1. Destruction of the Sennacherib
2. Charge of the Light Brigade
3. Cousin Kate
4. The Man He Killed
5. The Prelude
6. The Class Game
7. Catrin
8. What were they like

# Science

Students should be revising general scientific skills, these are skills/information that can be applied in any of the science exams, this include:

- drawing graphs and tables
- identifying variables
- method writing
- mean, median, mode
- percentages



# Science

Students should focus on biology paper 1, topics include:

- cell structure and microscopy
- respiration and photosynthesis
- enzymes and enzyme reactions
- movement into and out of cells
- the nervous system and the hormonal system



# Science

In terms of common misconceptions, students commonly find chemistry the most challenging and should focus on understanding:

- atoms
- ions
- isotopes
- bonding
- separating techniques
- being able to use the periodic table to determine atomic structure





## Speaking

- Practise your answers to the general conversation questions in your speaking preparation booklets.
- Go to the AQA website and practise preparing answers to the role-play cards and the photo card sections. Be sure to time yourself – You only have 12 minutes to prepare these sections!
- <https://www.aqa.org.uk/subjects/languages>



## Reading

- VOCAB, VOCAB, VOCAB! – Keep revising the vocabulary. In this exam, the examiners like to use synonyms to test your understanding.
- Translation – Remember that you are awarded for correct “chunks” of language, not necessarily a whole correct piece.
- NEVER LEAVE A BLANK! The majority of the paper is multiple choice. If you don't know...guess!



## Listening

- VOCAB, VOCAB, VOCAB! – Go through the vocabulary lists on [show my homework](#).
- Learn / Revise vocabulary you do not know or cannot remember. Don't waste time revising what you already know!
  - Keep practising with past papers from the AQA website.
  - Be mistrustful! There will be traps. Just because you hear a certain item of vocabulary mentioned. Keep listening and be certain the answer you give is the only possible one.



## Writing



- Practise forming phrases in different tenses. E.g. “I go”, “I went”, “I'm going to go”, “I would like to go”, but in French/Spanish, of course.
- Remember that your answer to the 90 word task must answer each of the bullet points (past, present, future, opinion + reason).
- 2 extended sentences per bullet point will get you to 90 words!
- When translating do not provide a word for word translation. Think about the blocks of language. E.g. “I like” + “to go” + “to Spain”.

# GCSE History top revision tips

- ❑ Students have been provided with pre-made flashcards. The front of each flash card covers a key concept. The bullet points on the back are the 'good to know' information that can be used to help build responses in more detail.
- ❑ Using these flash cards, revision should be 'active'; aiming to recall and use the information in different ways. Simply reading them through or re-writing them is not the most effective revision technique. More effective revision could include:
  - Verbally recalling and testing knowledge, either to themselves or with a partner
  - Turning flash card information into another format, for example timelines, mind maps or revision clocks(A number of other revision ideas have been provided in the pack sent home before half-term)
- ❑ Alongside being able to recall key concepts, students should also make sure they are thinking about how to respond to each question type. Examples of each question type and sample answers have been provided in the pack sent home and further examples and hints and tips can be found in the exam practice section of the revision guides.
- ❑ Finally, intervention runs every Monday after school. Please encourage your child to attend, particularly if they have been specifically invited.



## In class learning

- Our focus in lessons in the remaining class time is revision (see schedule on next page). We cannot revise everything that they have covered during year 10 and 11 in the class time we have. We will therefore focus on **tricky topics, misconceptions from the mock exams** and will also ensure that they are confident with the skills they will need in order to answer exam questions successfully.
- In class revision is vital, especially if students are finding it hard to be motivated at home
- There will be also be opportunities for students to practice short answer exam questions (1-3 marks) and extended answers (4, 8 and 12 marks)
- We have spent time planning exam answers with students and supporting them.

## Homework

- We will focus on using time away from the classroom on knowledge retrieval through the knowledge quizzes on SMHW. Scores will be regularly tracked in order to plan for any intervention. **This is set weekly.**
- Also students will work on producing flashcards to support their preparations for the final exams. These have been built up during year 10 and 11 but reminders are shared to help students address any gaps they have. The full flashcard list is available on the Geography revision SharePoint ([see here](#))
- We have also provide Seneca links for every topic for those students who prefer this method.



## Timeline until the exams...

Date	Revision focus in lesson	Afterschool revision focus – Tuesday / Wednesday / Thursday (sessions are repeated – You only need to attend one session a week)
20/2	Topic 1 – Hazardous Earth – Climate change and Tropical Storms	
27/2	Topic 2 – Development Dynamics	Paper 1 - Hazardous Earth
6/3	Topic 2 – Development Dynamics - India revision including 8 mark Q practice	Paper 1 - Development Dynamics - theory
13/3	Topic 3 – Challenges of an urbanising world	Paper 1 - India and Mumbai – long answer questions
20/3	Topic 3 - Challenges of an urbanising world – Mumbai revision	Paper 1 - Challenges of an urbanising world - theory
27/3	Topic 4 – UK physical - Geology and Rivers	Paper 2 -UK physical landscapes (geology, coasts, rivers)
<b>Easter holidays (2 weeks)</b>		
17/4	Topic 4 – UK physical - Coasts and 8 mark Q practice	Paper 2 – Physical Fieldwork
24/4	Topic 6 – Fieldwork - Coasts including exam practice	Paper 2 –UK human landscapes (UK urban and rural areas cities, London
1/5	Topic 5 – UK Human including London	Paper 2 – Human Fieldwork
8/5	Topic 6 – Fieldwork Human including fieldwork	Last minute intervention and support for resource based questions (link to papers 1, 2 and 3)
15/5	Exam season start – Final paper 1 exam practice	Last minute intervention and support for Paper 1
22/5	Paper 1 Tuesday 23/5/23 then final paper 2 exam practice	Last minute intervention and support for Paper 2
<b>May half term</b>		
5/6	Final paper 2 exam practice (Paper 2 exam = 6/6/23)	Last minute intervention and support for Paper 2
12/6	Final paper 3 exam practice (Paper 3 exam = 16/6/23)	Last minute intervention and support for Paper 3

## Intervention sessions – afterschool – Tuesday / Wednesday / Thursday

We will be running sessions to focus on specific areas of need in order to best support all year 11 Geographers. We have found that in the past not all students who have been encouraged to attend do so, therefore the sessions are open to everyone studying geography but we would recommend compulsory attendance for some students to best close their knowledge gaps and those who maybe find revision outside of lesson time a challenge.

# What is the course breakdown?

**NEA1**

**15%**

September 2022  
- October 2022

**NEA2**

**35%**

October 2022 to  
March 2023

**Written exam**

**50%**

June 2023

**50% is now completed**

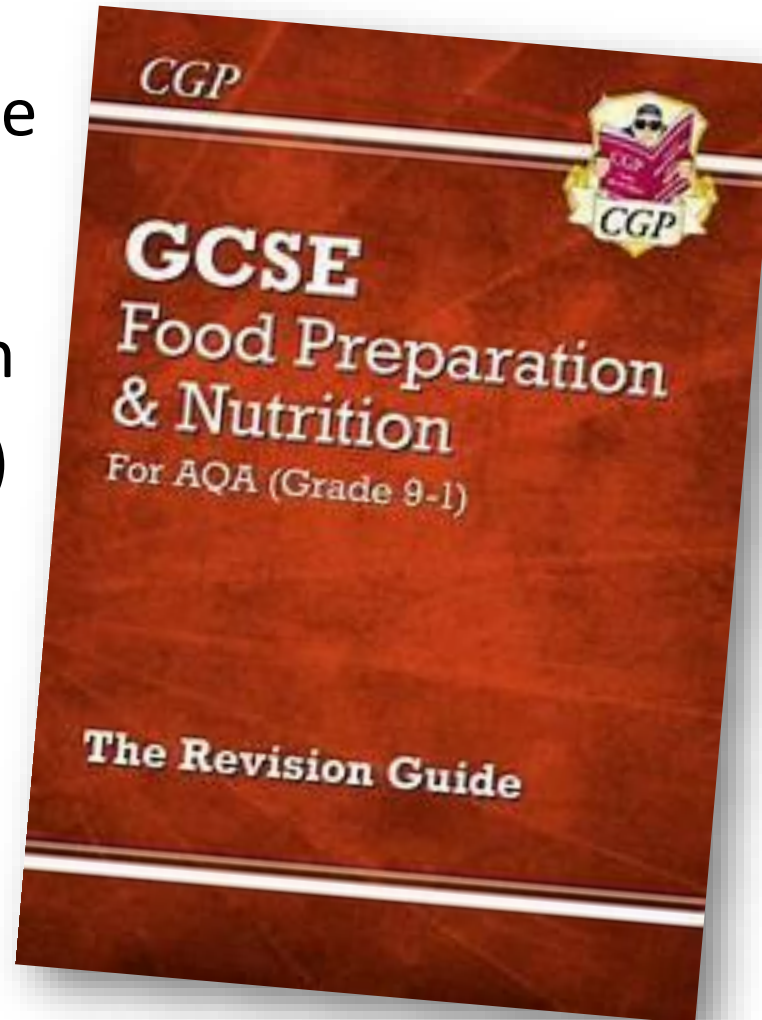
# Written Exam – 50% of GCSE

**Section A** – multiple choice  
(20 marks)

**Section B** – questions with  
longer answers (80 marks)

The written exam paper is  
1hr 45mins.

CGP subject textbook. This was  
given to students FREE in 2021.



## What can you do to support your child:

Go home and see the two books.

Daily revision; to back up what we are doing in class

We are doing exam question practice and flash cards.

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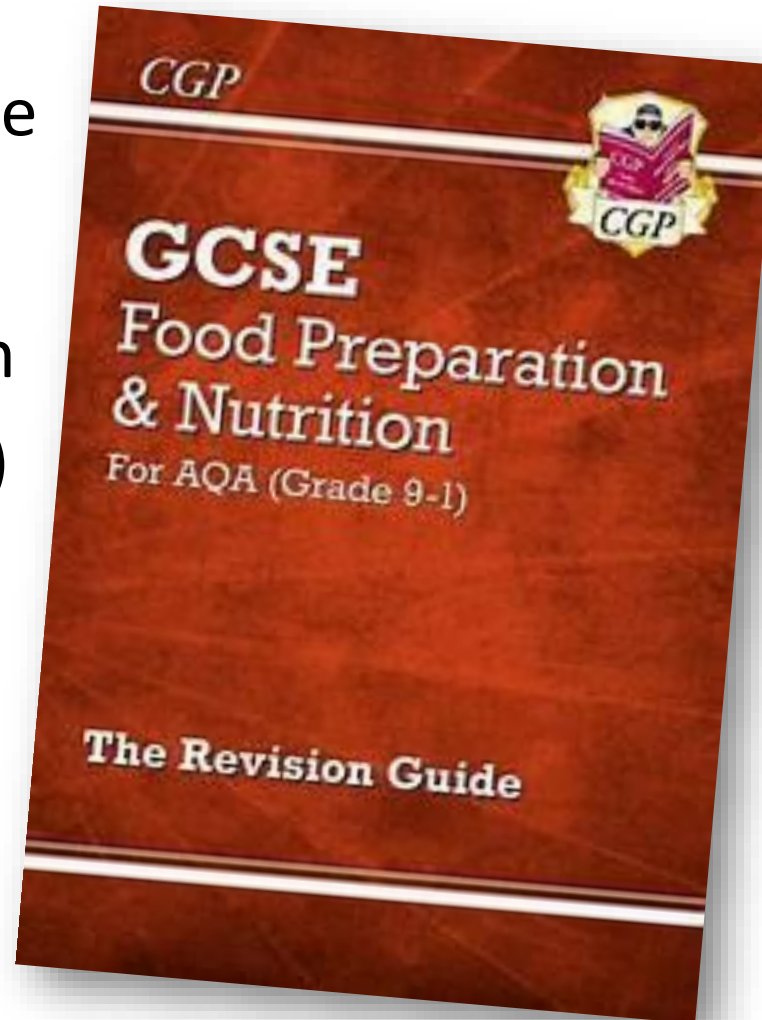
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1hr 45mins.

CGP subject textbook. This was  
given to students FREE in 2021.



## What can you do to support your child:

Go home and see the two books.

Daily revision; to back up what we are doing in class

We are doing exam question practice and flash cards.

# Physical Education

## Revision Priorities

- Applied anatomy and physiology – body systems (skeletal, muscular, cardiovascular, respiratory)
- Movement analysis – levers, planes and axes
- Physical training – components of fitness, short/long term effects of exercise, principles of training (FITT, SPORT), training zones.
- Health, fitness and well-being – sedentary lifestyle, lifestyle choices, diet and hydration
- Sport Psychology – classification of skills and practices, SMART target goal setting, guidance and feedback.



# Child Development

## Revision Priorities

### Learning Aim A

- Physical, cognitive and intellectual, communication and language circumstances that may impact on learning and development
- Friendships
- Disruptive behaviour
- A child experiencing a transition
- How individual circumstances may impact on physical learning, cognitive and intellectual, communication and language, social and emotional learning and development

### Learning Aim B

- Positive risk taking and the role of the adult
- Supporting children's play
- Teaching children how to use internet enabled technology
- Health and safety considerations for inside environments
- How resources can be organised and the use of specific areas
- Health and safety considerations for outside environments

### Learning Aim C

- Adapting play to promote inclusive learning and development
- The role of the adult, responding to children
- Benefits to other children of adapting activities and supporting a child with physical or sensory needs
- Adapting activities to support a child with cognitive and intellectual or communication and language needs
- Supporting children in activities

# Health and Social Care

## Revision Priorities

### Learning Aim A

- Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
- Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount)
- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing
- Economic factors that can have positive or negative effects on health and wellbeing.
- Environmental factors that can have positive or negative effects on health and wellbeing.
- The impact of life events relating to relationship changes and changes in life circumstances.

### Learning Aim B

- Physiological indicators that are used to measure health.
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings.
- Interpretation of lifestyle data

### Learning Aim C

- The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.
- Information to be included in care plans.
- Potential problems.



# Staying healthy

- Set realistic targets
- Take breaks
- Celebrate small wins
- Remove distractions
- Allow some flexibility
- Take physical exercise
- Eat and sleep well
- Make time to relax
- Talk to someone



# Thank you

- You are doing a great job!
- [info@cowesec.org](mailto:info@cowesec.org)

