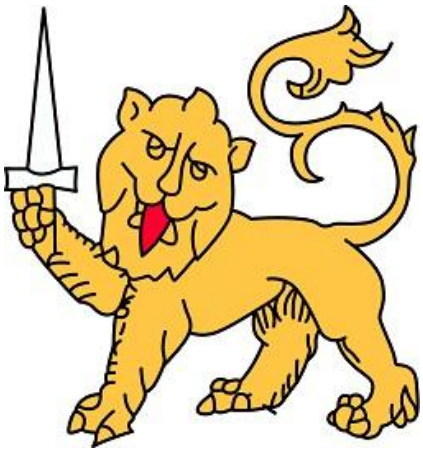


ALL SUBJECTS REVISION GUIDE

AYLESTONE SCHOOL

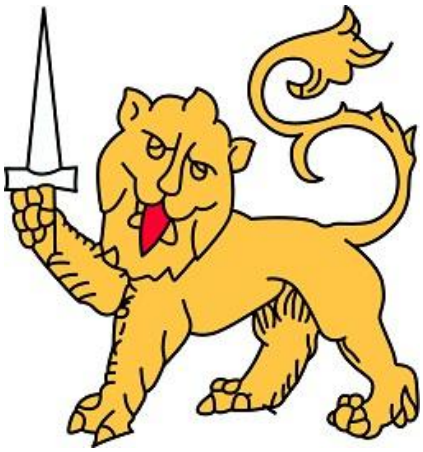
In this booklet, you will find all the different topics that are covered in all the subjects in our current Y11 curriculum. It is a fully comprehensive document listing everything you need to know to help focus your revision for your GCSE's.

You will notice that next to each subject topic you are asked if you are confident ☺, a little confident 😐 or not confident at all ☹ with your current knowledge. This will allow you to help prioritise your topics during revision. You can then either sign, date or just tick each 30 minute revision session you complete on that topic, therefore keeping a track of the work you have completed. It may be that after a 30 minute session or a number of sessions, you become confident in your knowledge. You can then move on to a different topic. However, always revisit the topic in the future.

We hope you find this booklet useful and good luck in your studies.

Mr N Moores

2025 2026



MATHS

AYLESTONE SCHOOL

2025 2026

Subject - Mathematics

Foundation tier

Remember that any topic can come up on any of the 3 papers & some occur on more than one!!

The trick is to be ready to answer questions on ANY topic

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
Number													
General problem-solving													
4 operations with whole numbers, decimals and fractions													
Rounding to decimal places & significant figures – also for estimation													
Upper & lower bounds													
BIDMAS													
Number types – factors, multiples, HCF, LCM, PFF, square numbers, cube numbers, square roots, cube roots													
Fractions/decimals/percentages – ordering, finding equivalents													
Basic index notation & use of index laws for multiplication & division													
Venn diagrams & sets													
Calculator use & interpreting the calculator display													
Ratio – simplifying, equivalent ratios, dividing into, reverse problems													
Proportional reasoning (using fractions – fraction of an amount, decimals & percentages – percentage of an amount, percentage increase/decrease, compound interest)													
Standard form – conversion between ordinary numbers & standard form, calculations in standard form													
Algebra													
Coordinates in all 4 quadrants													
Substitute into formulae													
Simplifying - multiplying out brackets, collecting like terms & factorising (including quadratics)													
Set up & solve simple linear equations													
Solve quadratic equations by factorising													
Solving simultaneous equations algebraically													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Plot & read from straight line graphs & quadratic curves													
Using formulae													
Using algebra in proof													
Line segments – finding coordinates of midpoint, calculating length of segment													
Straight line graphs – using y = mx + c (gradient & y-intercept) to identify parallel lines													
Travel graphs – interpret													
Recognise common graphs													
Sequences – continuing, generating from nth term, finding nth term													
Changing subject of formulae													
Set up & solve inequalities													
Find estimates of solutions to equations using trial & improvement method (iteration)													
Using column vectors													
Shape, space & measure													
Angle vocabulary (acute, obtuse, reflex, right, perpendicular)													
Angle facts (at a point, on a straight line, vertically opposite, on parallel lines)													
Circle theorems													
Shape properties & vocabulary – triangles, quadrilaterals, circles													
Transformations – reflection, rotation, enlargement & translation													
Perimeter & area of rectangles, triangles, parallelograms & compound shapes													
Volume & surface area of cuboids, cylinders, prisms & simple compound 3D shapes													
Convert between units common of measure													
Measure, draw & interpret bearings, maps & scale diagrams													
Compound measures (speed & density)													
Using Pythagoras' theorem in 2D													
Basic trigonometry (sin/cos/tan)													
Use angle proof – interior angle sum in a triangle & in a quadrilateral													
Angle facts – interior & exterior angles of a polygon													
Tessellation													
Use congruence (including congruent triangles) & similarity of shapes in problem solving													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Circles – circumference & area													
Estimate areas of irregular shapes													
Volume & surface area of pyramid, cone & sphere													
Draw & interpret isometric drawings, plans, elevations & nets													
Accurate constructions & loci using straight edge & pair of compasses													
Data handling													
Probability – vocabulary, probability scale, calculating simple probability, not probability, sample space diagrams, relative frequency, comparing experimental & theoretical probability													
Set notation & Venn diagrams to represent possible outcomes													
Averages – mean, median & mode – and range (list data, frequency tables & grouped frequency tables)													
Data representation – bar charts, pictograms, pie charts, scatter graphs (including line of best fit), time series graphs													

Subject - Mathematics

Higher tier

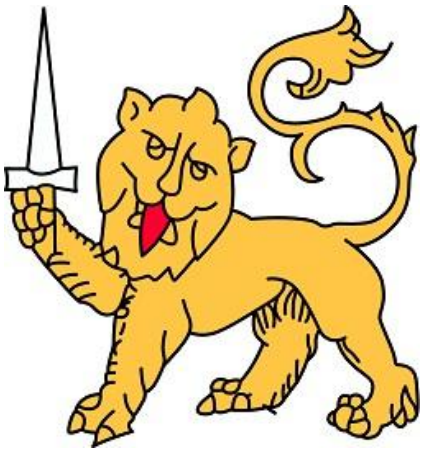
Remember that any topic can come up on any of the 3 papers & some occur on more than one!!

The trick is to be ready to answer questions on ANY topic

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
Number													
General problem-solving, 4 operations with integers, decimals, fractions													
Rounding, estimation & approximations (sig fig & decimal places)													
BIDMAS													
Number types (HCF, LCM, PFF)													
Fraction/decimal/percentage equivalence													
Index laws, use of surds in calculations, simplifying surds													
Calculating in standard form													
Venn diagrams & set notation													
Calculator use & interpretation of display													
Ratio – calculating, unitary form, problem-solving													
Fraction/recurring decimal equivalence													
Percentages & proportional reasoning, repeated proportional change													
Upper & lower bounds & calculating with these													
Algebra													
Coordinates in 2D & 3D													
Simplifying algebra (collecting like terms, multiplying out brackets)													
Set up & solve linear equations													
Straight line graphs – use of y=mx+c (parallel & perpendicular lines)													
Setting up & solving proportional relationships (direct & inverse proportion)													
Using algebra in proofs													
Line segment - finding coordinates of mid-point & calculating													
Formulae – setting up, substituting into, changing the subject													
Sequences – using & finding nth term (linear & quadratic)													
Set up & solve inequalities, shading regions on inequalities graphs													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Set up & solve simultaneous equations (solve graphically & algebraically) – both linear & when 1 is linear & 1 is not													
Plot & interpret quadratic curves (including y-intercept, x-intercepts & turning points)													
Recognise & sketch graphs - linear, quadratic, cubic, circle, reciprocal, exponential, trigonometric functions													
Transformation of curves													
Distance/time graphs (& interpret the area under the graph)													
Use of trial & improvement method (iteration) to approximate solutions to equations													
Estimate areas under curves													
Calculate gradient of tangent at a point on a curve													
Solving quadratics by: factorising, harder factorising, difference of 2 squares, completing the square, the beastly quadratic formula													
Know exact values for sin/cos/tan for θ=0, 30, 45, 60, 90													
Shape, space & measure													
Angles – vocabulary & basic angle facts													
Shape properties & correct vocabulary													
Circle theorems													
Transformations (reflection – equation of mirror line, rotation, enlargement – positive, negative & fractional scale factors, & translation – vectors), including combined transformations													
Isometric drawing, plans, elevations & nets													
Compound measures (eg speed, density)													
Using Pythagoras' theorem & basic trigonometry (sin, cos & tan) – in 2D & 3D													
Angle facts: alternating & corresponding angles, interior & exterior angles of polygons, proofs of interior angle sums – triangle & quadrilateral, tessellations													
Congruence & similarity (inc in terms of length, area & volume)													
Proofs using congruent triangles													
Data handling & probability													
Probability – vocabulary, scale, relative frequency, expectation, mutually exclusive & independent events													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Use of tree diagrams, sample space diagrams & venn diagrams													
Averages, range, quartiles & inter-quartile range – simple data, frequency tables & grouped data													
Data representation – scatter graphs & line of best fit, time series, cumulative frequency curves, box plots & histograms													



ENGLISH

AYLESTONE SCHOOL

2025 2026

Subject – English

How to revise for your Literature Exam:

This what you will need to know for each exam.

For every text you revise, you will need to know about context (genre, when the text was written, social links etc).

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
Shakespeare and the 19th century novel													
For each text, you will read a short extract followed by a task. You may have to:													
say how far you agree with a statement; *or*													
explore how characters and/or themes are presented by the writer;													
You have to refer to both the passage and the rest of the novel or play. The statement may refer to character or theme.													
How do you revise for this?													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Learn the language features so you can refer to them when you analyse the passage;													
Learn the structural features, for the same reason;													
Know the main themes of the novel and how they are presented in the book;													
Know the characters in the novel;													
Know the order of key events;													
Settings;													
Learn ten very short or single word key quotations so you can reference your points.													
Modern Texts and Poetry													
Modern texts: For the novel or play, you have a choice of two questions on character or theme. Choose one													
You have to answer the question, drawing on your knowledge of the whole text. You have to refer in detail to what happens in the text and how it has been written. You do not have to quote.													
How do you revise for this?													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Know the main themes of the novel or play and how they are presented;													
Know the characters in the novel or play and how they are presented;													
Know the order of key events;													
Learn ten very short or single word key quotations so you can reference your points.													

Poetry anthology: Only if you have been instructed by your teacher													
One poem is printed for you. When you answer the question that follows, you compare the printed poem with one other of your choice from the cluster.													
The question will be connected with the theme of your cluster.													
How do you revise for this?													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Complete the poetry table, colour coding for comparison;													
Learn key points about theme, language, form and structure for each poem;													
Learn one very short or single word key quotation for each poem.													
Unseen poetry: Two poems are printed for you													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
You will have to answer a question on the first poem. You will be asked to write about how the poet presents a character or idea.													
You will then have to compare this poem with a second poem, writing about what is similar and different about the way the two poems are presented.													
How do you revise for this?													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Learn language features;													
Learn connectives to compare;													
Choose a poem from the other cluster, that you have not studied. Annotate it. Find a second poem that links to it in terms of theme or character or events. Write an essay in which you compare the two.													

Poetry Specification – Power and Conflict OR Love and Relationships.

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
For all poems - revise													
Theme													
Form and Structure													
Language													
Context													

Language Revision Words

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
Abstract noun													
Simile													
Oxymoron													
Metaphor													
Personification													
Sibilance													
Alliteration													
Onomatopoeia													
Imperative													
Repetition													
Triple													
Noun													
Verb													
Adjective													
Adverb													

English Support

Connectives to use when you compare two poems.

Remember to compare theme; context; structure and form; language.

To show **links** between them:

Likewise	**In the same way,**
Similarly,	**Also**
Equally,	**As well as**

To show **differences:**

On the other hand	**In contrast**
However	**is different**
But	**instead of**
Unlike	**otherwise**

Your Unseen Poetry Guide

Context

Form

Structure

Theme

Language

Mood

Voice

Tone

Form: This is the type of poem you are looking at. These include:

Sonnet: 14 lines, iambic pentameter, set rhyme scheme

Ballad: Regular metre (alternating four stress and three stress lines), four line stanzas rhyming (ABCB), tells a story

Elegy: A poem of mourning

Free verse: a poem that closely follows the patterns of speech

Ode: a poem that celebrates a person place or thing

Epitaph: a brief poem inscribed on a tombstone praising a deceased person, usually with rhyming lines.

Structure: This is all about how the poem is organised on the page. Consider:

What is suggested by the title?

How many stanzas are there?

How many lines are there in each stanza?

Are ideas organised into the stanzas like paragraphs?

Are the lines end stopped or is enjambment used? If so why?

How does the poem begin?

How does it end?

Are key words emphasised by being at the end or the beginning of the lines (where the line breaks occur is important and deliberate)?

Is anything repeated and if so, why?

Is there a regular rhythm or metre? Where is this broken and why?

How does the structure of the poem reflect what it is about? For example a poem that is in a wavy irregular pattern across the page may reflect changing, erratic feelings; a regular structure may suggest that feelings or ideas are being rigidly organised and regimented; a jolly regular rhythm and rhyme may reflect a theme from childhood…

Theme: What is the poem about? Does it concern itself with universal themes (big ideas) that concern us all or is the subject matter personal?

Language: Which language techniques are used and what effect is created? In other words, what does the metaphor make us see in our mind's eye? What sound is created by the

alliteration and does this affect the mood of the poem or help us hear something that is going on in the poem? Does the personification make the object seem sinister or friendly or welcoming?

Language techniques are listed at the back.

Mood, voice and tone: These are very closely linked. The mood is the feeling in the poem, the atmosphere. It may be dark, sinister, grim or light-hearted. This can be reflected in the tone of the poem. For this, think of the tone of someone's voice when they are speaking: it can be sarcastic or ironic, cheerful, humorous, satirical, upbeat, bitter, detached… The voice is the person who is speaking in the poem. It need not be human and is not the same as the poet, who can adopt a voice that is not their own.

Language terms:

Alliteration	**Repeated consonant sounds**
	He beat brusquely on the barn door
Assonance	**Repeated vowel sounds**
	It beats as it sweeps as it cleans!
Dialect	**Words used from a particular area of the country**
	Burn is a Scottish word for a river
Hyperbole	**Deliberate exaggeration for effect**
	I would sooner die than give up my phone!
Metaphor	**When you say something is something else**
	A trophy wife
Onomatopoeia	**When the word is a sound effect**
	drip, splash, whisper, sizzle
Oxymoron	**Two words next door to each other that contradict each other**
	Deafening silence
Paradox	**an idea that includes two opposites**
	Parting is such sweet sorrow
Personification	**When an object is given human qualities**
	The branches reached out and stroked her face
Sibilance	**Repeated S sounds**
	Sneakily she slithered slyly towards him.

Simile When you compare something to something else using the words <u>like</u> or <u>as</u>

Her eyes were as deep and dark as rich chocolate

Symbol Something used to represent something else

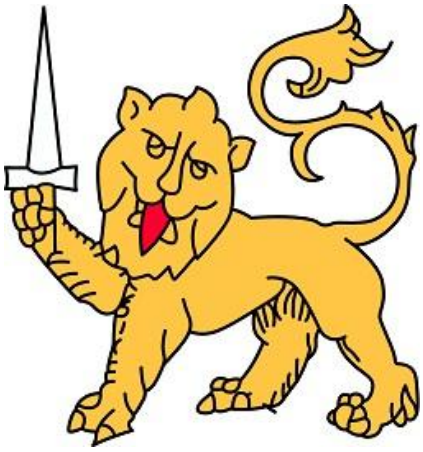
For example a dove is a symbol of peace

<u>Other terms you will need:</u>

Couplet two lines next door to each other that rhyme

Persona a character who is the speaker of the poem

Enjambment when a sentence carries on from one line to the next without a break. The opposite of this is when a line is end stopped.



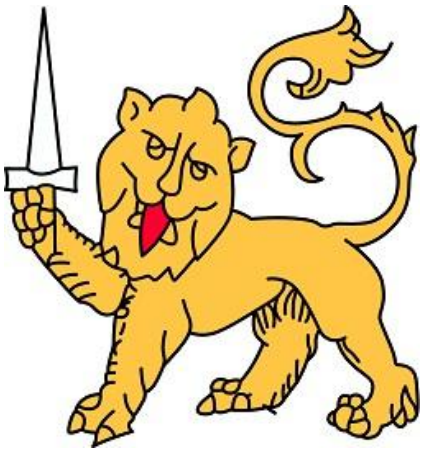
BUSINESS STUDIES

AYLESTONE SCHOOL

2025 2026

Subject – Business Studies

			How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
			☺	😐	☹		30	30	30	30	30	30	30	30	
		Business activity													
7	1.1	Role of business enterprise and entrepreneurship													
10	1.2	Business planning													
12	1.3	Business ownership													
16	1.4	Business aims and objectives													
18	1.5	Stakeholders in business													
22	1.6	Business growth													
		Marketing													
24	2.1	Role of marketing													
25	2.2	Market research													
30	2.3	Market segmentation													
31	2.4	The marketing mix													
		People													
40	3.1	Role of human resources													
41	3.2	Organisational structures and different ways of working													
47	3.3	Communication in business													
51	3.4	Recruitment and selection													
55	3.5	Motivation and retention													
59	3.6	Training and development													
64	3.7	Employment law													
		Operations													
66	4.1	Production processes													
69	4.2	Quality of goods and services													
71	4.3	Sales processes and customer service													
76	4.4	Consumer law													
78	4.5	Business location													
79	4.6	Working with suppliers													
		Finance													
81	5.1	Role of finance function													
82	5.2	Sources of finance													
87	5.3	Revenue, costs and profits													
93	5.4	Break-even													
96	5.5	Cash and cash flow													
		Influences on business													
99	6.1	Ethical and environmental considerations													
103	6.2	The economic climate													
105	6.3	Globalisation													



COMBINED AND TRIPLE SCIENCE

AYLESTONE SCHOOL

2025 2026

Subject – Combined Science

		How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
		☺	😐	☹		30	30	30	30	30	30	30	30	
CB1	**Key Concepts in Biology (Paper 1 and Paper 2)**													
CB1a	Microscopes													
CB1b	Plant and animal cells													
CB1b	Core practical – using microscopes													
CB1c	Specialised cells													
CB1d	Inside bacteria													
CB1e	Enzymes and nutrition													
CB1f	Enzymes action													
CB1g	Enzyme activity													
CB1h	Transporting substances													
CB2	**Cells and Control (Paper 1)**													
CB2a	Mitosis													
CB2b	Growth in animals													
CB2c	Growth in plants													
CB2d	Stem cells													
CB2e	The nervous system													
CB2f	Neurotransmission speeds													
CB3	**Genetics (Paper 1)**													
CB3a	Meiosis													
CB3bi	DNA													
CB3bii	DN extraction													
CB3c	Alleles													
CB3d	Inheritance													
CB3e	Gene mutation													
CB3f	Variation													
CB4	**Natural Selection and Genetic Modification (Paper 1)**													
CB4a	Evidence for human evolution													
CB4b	Darwin's theory													
CB4c	Classification													
CB4d	Breeds and varieties													
CB4e	Genes in agriculture and medicine													
CB5	**Health, Disease and Development of Medicines (Paper 1)**													
CB5a	Health and disease													
CB5b	Non-communicable diseases													
CB5c	Cardiovascular disease													
CB5d	Pathogens													
CB5e	Spreading pathogens													
CB5f	Physical and chemical barriers													
CB5g	The immune system													
CB5h	Antibiotics													

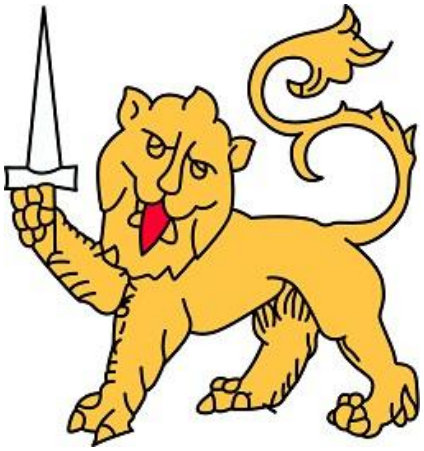
		☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
CB6	**Plant Structures and their Functions (Paper 2)**													
CB6a	Photosynthesis													
CB6b	Factors that affect photosynthesis													
CB6b	Core practical – Light intensity and photosynthesis													
CB6c	Absorbing water and mineral ions													
CB6d	Transpiration and translocation													
CB7	**Animal Coordination Control and Homeostasis (Paper 2)**													
CB7a	Hormones													
CB7b	Hormonal control of metabolic rate (Higher Only)													
CB7c	Then menstrual cycle													
CB7d	Hormones and the menstrual cycle (Higher Only)													
CB7e	Control of blood glucose													
CB7f	Type 2 diabetes													
CB8	**Exchange and Transport in Animals**													
CB8a	Efficient transport and exchange													
CB8b	The circulatory system													
CB8c	The heart													
CB8d	Cellular respiration													
CB8d	Core practical – respiration rates													
CB9	**Ecosystems and Material Cycles (Paper 2)**													
CB9a	Ecosystems													
CB9b	Abiotic factors and communities													
CB9b	Core Practical – Quadrats and transects													
CB9c	Biotic factors and communities													
CB9d	Parasitism and mutualism													
CB9e	Biodiversity and humans													
CB9f	Preserving biodiversity													
CB9g	The water cycle													
CB9h	The carbon cycle													
CB9i	The nitrogen cycle													
CC1	**States of Matter**													
CC2	**Methods of Separating and Purifying Substances (Paper 1)**													
CC1	States of Matter													
CC2a	Mixtures													
CC2b	Filtration and crystallisation													
CC2c	Paper chromatography													
CC2d	Distillation													
CC2d	Core practical – Investigating inks													
CC2e	Drinking water													
CC3	**Atomic Structure (Paper3 and Paper 4)**													
CC3a	Structure of an atom													
CC3b	Atomic number and mass number													

		☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
CC3c	Isotopes													
CC4	**The Periodic Table Paper 3 and Paper 4)**													
CC4a	Elements and the periodic table													
CC4b	Atomic number and the periodic table													
CC4c	Electronic configurations and the periodic table													
CC5	**Ionic Bonding**													
CC6	**Covalent Bonding**													
CC7	**Types of Substance (Paper 3 and Paper 4)**													
C5a	Ionic Bonds													
CC5b	Ionic lattices													
CC5c	Properties of ionic compounds													
CC6a	Covalent bonds													
CC7a	Molecular compounds													
CC7b	Allotropes of carbon													
CC7c	Properties of metals													
CC7d	Bonding models													
CC8	**Acids and Alkalis (Paper 3)**													
CC8a	Acids, alkalis and indicators													
CC8b	Looking at acids (Higher Only)													
CC8c	Bases and salts													
CC8c	Core practical – Preparing copper sulfate													
CC8d	Alkalis and balancing equations													
CC8d	Core practical – Investigating neutralisation													
CC8e	Alkalis and neutralisation													
CC8f	Reactions of acids with metals and carbonates													
CC8g	Solubility													
CC9	**Calculations Involving Masses (Paper 3 and 4)**													
CC9a	Masses ad empirical formulae													
CC9b	Conservation of mass													
CC9c	Moles													
CC10	**Electrolytic Processess**													
CC11	**Obtaining and Using Metals**													
CC12	**Reversible Reactions and Equilibria (Paper 3)**													
CC10a	Electrolysis													
CC10a	Core practical – Electrolysis of copper sulfate solution													
CC10b	Products from electrolysis													
CC11a	Reactivity													
CC11b	Ores													
CC11c	Oxidation and reduction													
CC11d	Life cycle assessment and recycling													
CC12a	Dynamic equilibrium													
CC13	**Groups in the Periodic Table**													
CC14	**Rates of Reaction**													

		☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
CC15	**Heat Energy Changes in Chemical Reactions (Paper 4)**													
CC13a	Group 1													
CC13b	Group 7													
CC13c	Halogen reactivity													
CC13d	Group O													
CC14a	Rates of reaction													
CC14b	Factors affection reaction rates													
CC14b	Core practical - investigating reaction rates													
CC14c	Catalysts and activation energy													
CC15a	Exothermic and endothermic reactions													
CC15b	Energy changes in reactions													
CC16	**Fuels**													
CC17	**Earth and Atmospheric Science (Paper 4)**													
CC16a	Hydrocarbons in crude oil and natural gas													
CC16b	Fractional distillation of crude oil													
CC16c	The alkane homologous series													
CC16d	Complete and Incomplete combustion													
CC16e	Combustible fuels and pollution													
CC16f	Breaking down hydrocarbons													
CC17a	The early atmosphere													
CC17b	The changing atmosphere													
CC17c	The atmosphere today													
CC17d	Climate change													
CP1	**Motion (Paper 5)**													
CP1a	Vectors and scalars													
CP1b	Distance/time graphs													
CP1c	Acceleration													
CP1d	Velocity/time graphs													
CP2	**Forces and Motion (Paper5)**													
CP2a	Resultant forces													
CP2b	Newton's First Law													
CP2c	Mass and weight													
CP2d	Newton's Second Law													
CP2d	Core practical – Investigating acceleration													
CP2e	Newton's Third Law													
CP2f	Momentum (Higher Only)													
CP2g	Stopping distances													
CP2h	Crash hazards													
CP3	**Conservation of Energy (Paper 5)**													
CP3a	Energy stores and transfers													
CP3b	Energy efficiency													
CP3c	Keeping warm													
CP3d	Stored energies													
CP3e	Non-renewable resources													
CP3f	Renewable resources													
CP4	**Waves (Paper 5)**													
CP4a	Describing waves													

		☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
CP4b	Wave speeds													
CP4b	Core practical – investigating waves													
CP4c	Refraction													
CP5	**Light and the Electromagnetic Spectrum (Paper 5)**													
CP5a	Electromagnetic waves													
CP5a	Core practical – investigating refraction													
CP5b	The electromagnetic spectrum													
CP5c	Using the long wavelengths													
CP5d	Using the short wavelengths													
CP5e	EM radiation dangers													
CP6	**Radioactivity (Paper 5)**													
CP6a	Atomic models													
CP6b	Inside atoms													
CP6c	Electrons and orbits													
CP6d	Background radiation													
CP6e	Types of radiation													
CP6f	Radioactive decay													
CP6g	Half-life													
CP6h	Dangers of radioactivity													
CP7	**Energy – Forces Doing Work**													
CP8	**Forces and their Effects (Paper 6)**													
CP7a	Work and Power													
CP8a	Objects affecting each other													
CP8b	Vector diagrams (Higher Only)													
CP9	**Electricity and Circuits (Paper 6)**													
CP9a	Electric circuits													
CP9b	Current and potential difference													
CP9c	Current, charge and energy													
CP9d	Resistance													
CP9e	More about resistance													
CP9e	Core practical – investigating resistance													
CP9f	Transferring energy													
CP9g	Power													
CP9h	Transferring energy by electricity													
CP9i	Electrical safety													
CP10	**Magnetism and the Motor Effect**													
CP11	**Electromagnetic Induction (Paper 6)**													
CP10a	Magnets and magnetic fields													
CP10b	Electromagnetism													
CP10c	Magnetic forces (Higher Only)													
CP11a	Transformers													
CP11b	Transformers and energy													
CP12	**Particle Model**													
CP13	**Forces and Matter (Paper 6)**													
CP12a	Particles and density													
CP12a	Core practical – Investigating densities													

		☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
CP12b	Energy and changes of state													
CP12c	Energy calculations													
CP12c	Core Practical – Investigating water													
CP12d	Gas temperature and pressure													
CP13a	Bending and stretching													
CP13a	Core practical – Investigating springs													
CP13b	Extension and energy transfers													



HISTORY AND GEOGRAPHY

AYLESTONE SCHOOL

History

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								Quality of written notes 1 - 10	How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30		
Personal Learning Checklist Health & the Nation.														
PART ONE: Medicine stands still														
Natural & supernatural beliefs about disease.														
The ideas of Hippocrates and Galen. Their methods and treatments.														
The medieval doctor; training, beliefs about cause of illness.														
Medical progress: the contribution of Christianity to medical progress and treatment; hospitals;														
The nature and importance of Islamic medicine and surgery														
Surgery in medieval times, ideas and techniques.														
Public health in the Middle Ages: towns and monasteries.														
The Black Death in Britain; beliefs about its causes, treatment and prevention.														
PART TWO: The beginnings of change														
The impact of the Renaissance on Britain.														
The challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, & William Harvey.														
Opposition to change.														
Dealing with disease: traditional and new methods of treatment.														
Quackery														
Plague														
The growth of hospitals;														
Changes to the training and status of surgeons and physicians; the work of John Hunter.														
Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
PART THREE: A revolution in medicine														
The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination;														
Paul Ehrlich and magic bullets; everyday medical treatments and remedies.														
A revolution in surgery: anaesthetics, including Simpson and chloroform.														
Antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.														
Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.														
PART FOUR: Modern treatment of disease														
The development of the pharmaceutical industry; penicillin, its discovery by Fleming.														
The development of medicines; new diseases and treatments, antibiotic resistance; alternative treatments.														
The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery;														
Modern surgical methods, including lasers, radiation therapy and keyhole surgery.														
Modern public health: the importance of Booth, Rowntree.														
The Boer War & the Liberal social reforms;														
The impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State;														
The creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.														
<u>Personal Learning Checklist: The Normans.</u>														
PART ONE: Conquest and control														
Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.														
Battle of Stamford Bridge;														
Battle of Hastings; Anglo-Saxon and Norman tactics;														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
Military innovations, including cavalry and castles.														
Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075.														
King William's leadership and government;														
William II and his inheritance.														
PART TWO: Life under the Normans														
Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage.														
Anglo-Saxon and Norman government systems.														
The Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance.														
The Domesday Book.														
Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings,														
Work, food, roles and seasonal life.														
Forest law														
PART THREE: The Norman Church and monasticism														
The Anglo-Saxon Church before 1066.														
Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals;														
Church organisation and courts; Church-state relations.														
William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.														
Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.														
PART FOUR: Durham Cathedral														
Location, function design, and the structure														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
People connected with the site e.g. the designer, originator and occupants														
How the design reflects the culture, values, fashions of the people at the time														
How important events/developments from the depth study are connected to the site.														
Personal Learning Checklist Conflict 1945 – 1972.														
PART ONE The Origins of the Cold War														
The effect of dropping the atom bomb on post-war superpower relations														
Contrasting attitudes and ideologies of the USA and USSR, including the aims of Stalin, Churchill, Roosevelt, Atlee and Truman														
Yalta and Potsdam Conferences														
The division of Germany														
Soviet expansion in East Europe														
US policies e.g. The Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction														
Stalin's reaction to the Truman Doctrine and the Marshall Plan • Cominform • Comecom • Yugoslavia														
Berlin Blockade and Airlift														
PART TWO The Development of the Cold War														
USSR's support for Mao Tse-tung and Communist revolution in China														
Military campaigns waged by North Korea against UN														
Military campaigns by Vietcong against France and USA														
The arms race • The Space Race including Sputnik • ICBMs, Polaris, Gagarin, Apollo														
Membership and purpose of NATO and the Warsaw Pact														
Hungary, the protest movement and the reforms of Nagy Soviet fears, how they reacted and the effects on the Cold War														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
The U2 Crisis and its effects on the Paris Peace Summit and the peace process														
PART THREE Transformation of the Cold War														
Reasons for constructing the Berlin Wall and Kennedy's response														
Castro's revolution, the Bay of Pigs and the missile crisis. The roles of Castro, Khrushchev and Kennedy. Fears of the USA and reaction to missiles on Cuba. Dangers and results of the crisis.														
Dubcek and the Prague Spring movement USSR's response to the reforms The effects the Prague Spring had on East-West relations, including the Warsaw Pact The Brezhnev Doctrine														
Sources of tension, including the Soviets' record on human rights The reasons for Détente and SALT 1. The part played by key individuals Brezhnev and Nixon.														
<u>Personal Learning Checklist Germany 1890 - 1945.</u>														
PART ONE Germany and the growth of Democracy														
The growth of parliamentary government and the influence of Prussian Militarism before 1914														
Industrialisation, social reform and the growth of socialism before 1914														
The domestic importance of the Navy Laws														
Germany in 1918. War weariness, economic problems, defeat, the end of the monarchy. Post-war problems. Reparations.														
The occupation of the Ruhr and hyperinflation														
Weimar democracy. Political change and unrest 1919 – 1923 • The Spartacists and the Kapp Putsch • The Munich Putsch 1923														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
The Stresemann Era • Economic Recovery & the Rentenmark • The Dawes and Young Plan • The impact of international Agreements on recovery • Weimar Culture														
PART TWO Germany and the Great Depression														
The growth in the support for the Nazis & other extremist parties 1928 - 32														
The Role of the SA & Hitler's appeal														
Election results 1928 – 32														
The role of von Papen and Hindenburg.														
Hitler's appointment as Chancellor														
The Reichstag Fire														
The Enabling Act and its consequences for political opposition & trade unions														
Rohm & the Night of the Long Knives														
Hitler becoming Fuhrer														
PART THREE the experiences of Germans under the Nazis														
To what extent did the Nazis bring benefits to Germany, 1933 – 45 • Employment • Public Works programmes • Rearmament • Self sufficiency														
The impact of war on the economy and the German people Bombing, rationing, labour shortages, refugees														
Nazi policies towards women, their successes and their impacts														
Nazi policies towards young people and youth groups														
Education														
Nazi policies towards churches and religion														
Nazi policies on race. Aryanism														
The Final Solution														
Goebbels, the use of propaganda and censorship														
Nazi culture														
Himmler, the SS and the Gestapo														
Methods and impact of repression in a police state														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
Opposition and resistance. • The White Rose Group Swing Youth • Edelweiss Pirates July 1944 Bomb Plot														

Geography

Physical Landscapes in the UK														
I can describe the location of the major upland and lowland areas within the UK														
I can describe the location of the major river systems within the UK														
Coastal landscapes of the UK														
I can define what the coast is														
I can describe and explain the different types of **waves**														
I can name and explain the four processes of **erosion**														
I can name and explain the processes of **weathering**														
I can name and explain the processes of **mass movement**														
I can describe **erosional landforms** and the sequence of (arch, caves, stacks, stump, wave cut platforms, wave cut notch) are formed.														
I can describe and explain the process of **mass movement** and **slumping**														
I can explain, <u>using an example</u>, how **erosion** and **deposition** will impact on the people and the environment at the coast.														
I can describe the processes of **transportation** in the coastal zone. (Longshore drift and traction, saltation, suspension and solution)														
I can explain the reasons why sediment is **deposited** on the coast.														
I can explain how **depositional landforms** (beaches, spit and bars) are formed.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can describe and explain methods of **hard** and **soft engineering** <u>using an example.</u>														
I can evaluate the cost and benefits of **hard** and **soft engineering** <u>using an example.</u>														
I can explain why people have different views about the way the coast in managed and the conflicts this may cause <u>using an example.</u>														
I can identify on an OS map all of the coastal landforms and use 4 & 6 fig grid references to locate them on a map														
River landscapes of the UK														
I can describe how a rivers **long profile** and **cross profile** varies over it's course														
I can explain how **vertical** and **lateral** erosion changes the cross profile of a river														
I can explain the four process of **erosion**														
I can describe the four processes of **transportation** in a river														
I can explain the reasons why a river **deposits** its eroded material														
I can explain how **interlocking spurs, waterfalls** & **gorges** are formed														
I can explain that **meanders** are formed by erosion & deposition														
I can describe an **Ox Bow lake** and explain how they form from meanders														
I can explain how a **flood plain**, levee and estuaries are formed														
I can <u>use an example</u> of a river valley to demonstrate my understanding of the erosional and depositional landforms														
I can explain how physical and human factors affect the risk of flooding including precipitation, geology, relief and land use.														
I can explain what river **discharge** means & how it is shown on a **hydrograph**														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can explain at least 4 **factors** (things!) that will either **increase or decrease** river discharge														
I can explain how **hard engineering** can reduce the risk of flooding or the effects of flooding														
I can explain how **soft engineering** can reduce the risk of flooding or the effects of flooding														
<u>Using an example</u> I can explain 1. Why the scheme was required 2. How the area was managed 3. The social, environmental and economic issues.														
I can identify on an OS map all of the river landforms and use 4 & 6 fig grid references to locate them on a map.														
The Challenge of Natural Hazards														
Natural hazards														
I can define a **natural hazard** and give some examples of the different types.														
I can explain the different factors that affect **risk**.														
Tectonic hazards														
I can describe the distribution of **earthquakes** and **volcanoes**.														
I explain the differences between **destructive, constructive** and **conservative** plate margins.														
I know the main features of an **earthquake** and two different ways of measuring earthquakes.														
<u>Using named examples</u> of a tectonic hazard in both rich and poor countries. I can: (1) Explain why the **tectonic hazard** happened there, (2) Describe the effects that resulted from the **earthquakes** both primary and secondary. (3) Describe what was done after the **earthquake** (responses), both in the long and short term.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can explain why **earthquakes** cause more loss of life in poor than in rich countries.														
I can explain why people continue to live in areas at risk of **tectonic hazards**.														
I can explain how monitoring, planning and prediction of **tectonic hazards** can reduce their effects.														
Weather hazard														
I can describe the **global atmospheric circulation model.**														
I can explain how the **global atmospheric circulation** model affects weather around the world.														
I can describe the distribution of **tropical storms.**														
I can explain the causes of a **tropical storm.**														
Using a named example I can describe and explain the primary and secondary impacts of **tropical storms**.														
I can assess and evaluate methods of responses **tropical storms** in both the long and the short term using a named example.														
I can explain how **tropical storms** might be affected by **global warming.**														
I can explain how monitoring, planning and prediction of **tropical storms** can reduce their effects.														
I can explain the cause of an **extreme weather** event using an example.														
I can describe and expel the social, economic and environmental using an example.														
I can identify evidence of the weather becoming more extreme using an example.														
I can explain how extreme events can be managed to reduce the impacts.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can assess and evaluate the **impact** that weather conditions have upon people homes, lives, agriculture, health and transport.														
Climate change														
I can explain the evidence both for and against **climate change.**														
I can explain both the **natural** and **human** causes of climate change.														
I can assess and evaluate the economic, social, environmental and political impacts of **climate change** both on the world and the UK.														
I can describe and evaluate the **mitigation** strategies used to reduce the impact of global **climate change** on a **local, national and international** level.														
I can describe and evaluate the **adaption** strategies used to reduce the impact of global **climate change** on a **local, national and international** level.														
The Challenge of Resource Management														
I can describe the importance of **food**, **water** and **energy** to the economic and social wellbeing.														
I can describe the distribution of **resource**s around world.														
I can explain why **resources** are unevenly distributed around the world.														
Resource management core content														
I can describe the distribution of **resources** around the UK.														
I can explain the **changing demand** for different foods in the UK.														
I can explain why **food miles** are increasing in the UK.														
I can explain how **food miles** can be reduced in the UK.														
I can describe the different industries involved in agriculture (**agribusiness**) and explain how they are changing in the UK.														
I can explain the changing **demand** for water in the UK.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can describe the problems with **water quality** and **pollution** in the UK and how they can be managed.														
I can explain how the UK is trying to manage water to meet **supply** and **demand**.														
I can describe the UKs **energy mix** and how it has changed over time.														
I can explain how the UK can reduce its reliance on **fossil fuels**.														
I can describe and explain the economic and environmental issues with exploitation of energy sources.														
Resource management option: Water														
I can describe the global distribution of water resources both **surplus** and **deficit**														
I can explain why water consumption is increasing														
I can explain and evaluate the different factors which effect **water availability** including: • Climate • Geology • Pollution of supply • Over-abstraction • Limited infrastructure • Poverty.														
I can analyse the impacts of water insecurity including: waterborne disease • Water pollution • Food production • Industrial output • The potential for conflict where demand exceed supply.														
I can explain and evaluate how **water supplies** can be managed to increase supply in certain areas														
I can <u>use an example</u> to show how managing water through a **transfers schemes** has both advantages and disadvantages														
I can explain how water resources can be managed **sustainably**														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can <u>use an example</u> of a **local scheme** which has managed **water sustainably** to increase water supplies.														
The Changing Economic World														
I can describe the methods of classifying countries and use different **development indicators.**														
I can evaluate the use of different **developmental indicators**.														
I can use the **Demographic Transition Model** to explain the link between changing population structure and level of development.														
I can explain the causes of **uneven development**: 1. Physical 2. Economic 3. Historical														
I can explain the impacts of **uneven development** on people														
I can explain how the **development gap** can be reduced looking at: 1. Investment 2. Industrial development and tourism 3. Aid 4. Using intermediate technology 5. Fairtrade 6. Debt relief 7. Microfinance loans.														
I can <u>use an example</u> to show how tourism in an LIC can help to reduce the development gap														
Case study of the LIC or NEE – Nigeria														
I can explain why <u>Nigeria</u> is important within Asia and internationally														
I can describe the political, social and culture contact of <u>Nigeria</u> within a **world context.**														
I can describe the changing **industrial structure** within in <u>Nigeria</u>.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can explain how manufacturing can stimulate **economic growth** in within Nigeria.														
I can define a **Transnational Corporation (TNC)** using a case study.														
I can explain the advantaged and disadvantages of TNCS to Nigeria														
I can describe how Nigeria's **politics** and **trading relationship** have changed over time.														
I can described what **aid** is where is comes from using a case study.														
I can explain what **aid** Nigeria has received and how it has impacted upon the country using a case study.														
I can explain and evaluation the **environmental** impacts of **economic development**.														
I can explain and evaluation impacts of **economic development** on the **population of Nigeria**														
Economy of the UK														
I can explain why **deindustrialisation** has occurred in the **UK**														
I can explain the advantages and disadvantages of the **UK** move in the **tertiary sector (post-industrial economy**														
I can explain, using an example, how modern industry can reduce its impact upon the environment and become more **sustainable**														
I can explain, using an example, the social and economic impacts of **population growth** on a **rural landscape**.														
I can explain, using an example, the social and economic impacts of **population decline** on a **rural landscape.**														
I can describe and explain the impact or **transport developments** in road, rail, port and airports.														
I can describe the North – South divide in the UK.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can evaluate and explain the strategies use to solve **regional differences** within the UK.														
I can examine the **global links** made with the wider world through trade, culture, increased communication, economics and **political groupings** such as the commonwealth and the European Union.														
I can analyse the growing **interdependence** and **globalisation** of the UK in relation to its economy and politics.														
The Living World														
Using an example from the UK, I can explain the **interrelationship** within the natural system.														
I can define and give UK examples of **producers consumers, decomposer, food chain, food web** and **nutrient cycle**														
I can explain their **interdependence** of each of the above and explain how changes might affect each other. Example Yellowstone National Park – Wolves.														
I can describe the **distribution** and characteristics of **global ecosystems** around the world.														
Tropical rainforests (core content)														
I can describe the physical characteristics of the **tropical rainforests**														
I can explain the **interdependence** of the climate, water, soils, plants, animals and people in a tropical rainforest														
I can explain how plants and animals have **adapted** to the physical conditions of tropical rainforests.														
I can describe and explain the problems and issues with changing **biodiversity** within the tropical rainforest.														
I can describe and explain the changing rates of **deforestation**.														

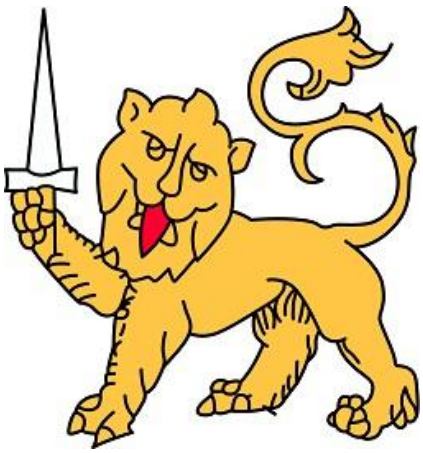
	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can <u>use a case study</u> to explain the causes of **deforestation** subsistence and commercial farming, 1. Logging, 2. Road Building 3. Mineral Extraction 4. Energy Development, 5. Settlement 6. Population Growth														
I can <u>use a case study</u> to explain the impacts of **deforestation** 1. Economic development 2. Soil erosion, 3. Contribution to climate change.														
I can explain the importance and **value** of the tropical rainforest on a local, national and international scale.														
I can explain why it is important the tropical rainforest should be **managed sustainably**.														
I can explain how the tropical rainforest can be managed sustainably using a range of methods 1. Selective logging and replanting 2. Conservation and education 3. Ecotourism 4. International agreements about the use of tropical hardwoods, 5. Debt reduction.														
Hot deserts (option)														
I can describe the physical characteristics of the hot desert														
I can explain the **interdependence** of the climate, water, soils, plants, animals and people in a hot desert														
I can explain how plants and animals have **adapted** to the physical conditions of hot deserts														
I can describe and explain the problems and issues with changing **biodiversity** within the hot desert.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can <u>use a case study to</u> explain the causes of **desertification** subsistence and commercial farming, 1. Mineral Extraction 2. Energy Development 3. Farming 4. Tourism														
I can <u>use a case study</u> to explain the challenges of **desertification** 1. Extreme temperature 2. Water supply 3. Inaccessibility														
I can define and describe **desertification**														
I can explain the causes of **desertification** both human and natural														
I can explain a how **desertification** can be managed using: 1. Water and soil management 2. Tree planting 3. Using appropriate technology														
Urban Issues and Challenges														
I can explain how **urbanisation** has happened at different rates and at different times in different parts of the world making reference to LICs and HICs.														
I can explain some of the **causes** of **urbanisation** in different parts of the world making reference to LICs and HICs.														
Case study of the LIC or NEE – RIO														
I can explain why <u>RIO</u> is important **nationally** and **internationally**														
I can explain why and how <u>RIO</u> has grown														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can explain, analyse and evaluate the **opportunities** in RIO including: 1. Access to services – health 2. Access to services - education 3. Access to resources - water supply 4. Access to resources - energy 5. How urban industrial areas can promote economic development														
I can explain, analyse and evaluate the **challenges** in RIO including: 1. Managing urban growth – slums, squatter settlements 2. Clean water, sanitation systems and energy 3. Access to services – health and education 4. Unemployment and crime 5. Managing environmental issues – waste disposal, air and water pollution, traffic congestion.														
I can explain and evaluation the how RIO can plan to improve the **quality of lives** for the **urban poor**. [use the example of Rocinha]														
Case study of a HIC - BRISTOL														
I can explain why BRISTOL is important **nationally** and **internationally**														
I can explain why and how BRISTOL has grown														
I can explain the impact of national and international migration on the growth and character of the BRISTOL.														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can explain, analyse and evaluation the **opportunities** in <u>BRISTOL</u> including 1. Cultural mix 2. Recreation 3. Entertainment 4. Employment 5. Integrated transport systems 6. Urban greening														
I can explain, analyse and evaluation the **challenges** in BRISTOL including 1. Inequalities in housing, education and employment. 2. Urban deprivation 3. Dereliction of buildings 4. Building on **brown** and **greenfield** sites. 5. Water disposal 6. Urban sprawl on the rural – urban fringe and of commuter towns														
I can explain, analyse and evaluation the how BRISTOL has undergone **regeneration.[**<u>Harbourside</u>]														
Urban sustainability														
I can describe how people can live more **sustainably**														
I can explain how **sustainable urban living** can conserve water and energy, recycle waster and create more green space. [<u>BedZED</u>]														
I can explain how urban transport strategies are used to reduce traffic congestion .														
URBAN AND PHYSICAL FIELDWORK														
I can identify the factors that need to be considered when selecting **suitable questions/hypotheses** for a geographical enquiry														
I can identify and select appropriate **sources of primary and secondary evidence**, including locations for fieldwork														

	☺	😐	☹		30	30	30	30	30	30	30	30	Quality of written notes 1 - 10	How do I feel now??
I can identify **potential risks** of both human and physical fieldwork, as well as suggest how these risks may be reduced														
I can describe the **difference between primary and secondary data**														
I can **measure and select appropriate physical and human data**														
I can **describe and justify** my choice of **data collection** methods														
I can select and **accurately use appropriate presentation methods**														
I can describe, explain, and adapt **presentation methods** to fit my data														
I can **describe, analyse and explain the results** of my fieldwork														
I can select and use appropriate **statistical techniques**														
I can **draw evidence-based conclusions** I relation to the original aims and hypothesis of my enquiry														
I can **assess the extent to which conclusion were reliable**														



COMPUTER SCIENCE

AYLESTONE SCHOOL

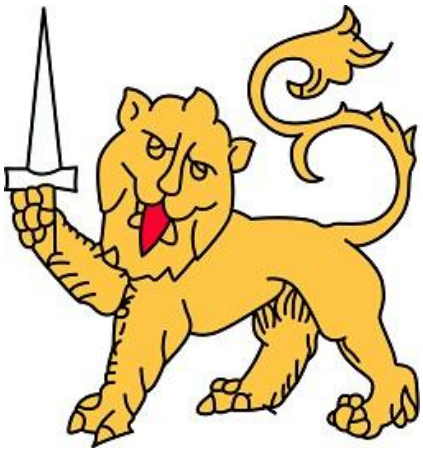
2025 2026

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
understand what an algorithm is,													
understand what algorithms are used for													
be able to interpret algorithms (flowcharts, pseudocode, written descriptions, program code)													
be able to create an algorithm to solve a particular problem, making use of programming constructs (sequence, selection, iteration)													
be able to use appropriate conventions (flowchart, pseudo-code, written description,													
draft program code)													
understand the purpose of an algorithm and how an algorithm works													
understand how to determine the correct output of an algorithm for a given set of data													
understand how to identify and correct errors in algorithms													
understand how to code an algorithm in a high-level language													
understand how the choice of algorithm is influenced by the data structures and data values that need to be manipulated													
understand how standard algorithms (bubble sort, merge sort, linear search, binary search) work													
be able to evaluate the fitness for purpose of algorithms in meeting specified requirements efficiently using logical reasoning and test data.													
be able to analyse a problem, investigate requirements(inputs, outputs, processing, initialisation) and design solutions													
be able to decompose a problem into smaller sub-problems													
understand how abstraction can be used effectively to model aspects of the real world													
be able to program abstractions of real-world examples													
be able to write programs in a high-level programming language													
understand the benefit of producing programs that are easy to read and be able to use techniques (comments, descriptive names (variables, constants, subprograms), indentation) to improve readability and to explain how the code works													
be able to differentiate between types of error in programs (logic, syntax, runtime)													
be able to design and use test plans and test data (normal, boundary, erroneous)													
be able to interpret error messages and identify, locate and fix errors in a program													
be able to determine what value a variable will hold at a given point in a program (trace table)													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
be able to determine the strengths and weaknesses of a program and suggest improvements													
understand the structural components of a program (variable and type declarations, command sequences, selection, iteration, data structures, subprograms)													
be able to use sequencing, selection and iteration constructs in programs													
understand the need for, and understand how to use, data types (integer, real, Boolean, char)													
understand the need for, and understand how to use, data structures (records, one-dimensional arrays, two-dimensional arrays)													
understand the need for, and how to manipulate, strings understand the need for, and how to use, variables and constants													
understand the need for, and how to use, global and local variables when implementing subprograms													
understand how to write code that accepts and responds appropriately to user input													
understand the need for, and how to implement, validation be able to write code that reads/writes from/to a text file													
understand the purpose of, and how to use, arithmetic operators (add, subtract, divide, multiply, modulus, integer division)													
understand the purpose of, and how to use, relational operators (equal to, less than, greater than, not equal to, less than or equal to, greater than or equal to)													
understand the purpose of, and how to use, logic operators (AND, OR, NOT)													
understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing (builtin, library) subprograms													
understand the concept of passing data into and out of subprograms (procedures, functions)													
be able to create subprograms that use parameters													
understand that computers use binary to represent data (numbers, text, sound, graphics) and program instructions													
understand how computers represent and manipulate numbers (unsigned integers, signed integers (sign and magnitude, two's complement))													
be able to convert between binary and denary whole numbers (0–255)													
understand how to perform binary arithmetic (add, shifts (logical and arithmetic)) and understand the concept of overflow													
understand why hexadecimal notation is used and be able to convert between hexadecimal and binary													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
understand how computers encode characters using ASCII													
understand how bitmap images are represented in binary (pixels, resolution, colour depth)													
understand how sound, an analogue signal, is represented in binary													
understand the limitations of binary representation of data (sampling frequency, resolution) when constrained by the number of available bits													
understand how to convert between the terms 'bit, nibble, byte, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB)'													
understand the need for data compression and methods of compressing data (lossless, lossy) and that JPEG and MP3 are examples of lossy algorithms													
understand how a lossless, run-length encoding (RLE) algorithm works													
understand that file storage is measured in bytes and be able to calculate file sizes													
understand the need for data encryption													
understand how a Caesar cipher algorithm works													
understand the characteristics of structured and unstructured data													
understand that data can be decomposed, organised and managed in a structured database (tables, records, fields, relationships, keys)													
understand why computers are connected in a network													
understand the different types of networks (LAN, WAN) and usage models (client-server, peer-to-peer)													
understand wired and wireless connectivity													
understand that network data speeds are measured in bits per second (Mbps, Gbps)													
understand the role of and need for network protocols (Ethernet, Wi-Fi, TCP/IP, HTTP. HTTPS, FTP, email (POP3, SMTP, IMAP))													
understand that data can be transmitted in packets using layered protocol stacks (TCP/IP)													
understand characteristics of network topologies (bus, ring, star, mesh)													
understand the importance of network security and be able to use appropriate validation and authentication techniques (access control, physical security and firewalls)													
understand security issues associated with the 'cloud' and other contemporary storage													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
understand different forms of cyberattack (based on technical weaknesses and behaviour) including social engineering (phishing, shoulder surfing), unpatched software, USB devices, digital devices and eavesdropping													
understand methods of identifying vulnerabilities including penetration testing, ethical hacking, commercial analysis tools and review of network and user policies													
understand how to protect software systems from cyber attacks, including considerations at the design stage, audit trails, securing operating systems, code reviews to remove code vulnerabilities in programming languages and bad programming practices, modular testing and effective													
network security provision													
understand what is meant by the internet and how the internet is structured (IP addressing, routers)													
understand what is meant by the world wide web (WWW) and components of the WWW (web server URLs, ISP, HTTP, HTTPS, HTML)													
understand the environmental impact of technology (health, energy use, resources) on society													
understand the ethical impact of using technology (privacy, inclusion, professionalism) on society													
understand the legal impact of using technology (intellectual property, patents, licensing, open source and proprietary software, cyber-security) on society													



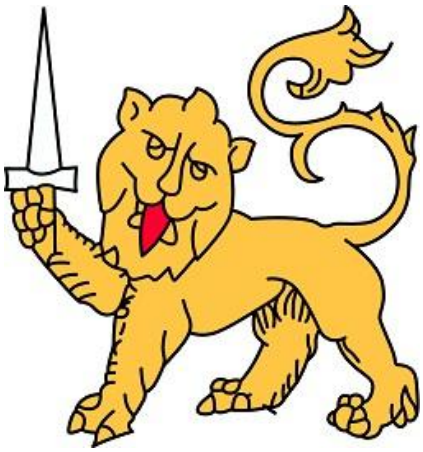
FOOD PREPARATION AND NUTRITION

AYLESTONE SCHOOL

2025 2026

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
Food Commodities													
Bread, Cereals, Pasta and Oats													
Rice, Potatoes and Pasta													
Fruit and Vegetables													
Milk, Cheese and Yoghurt													
Meat													
Fish													
Eggs and Poultry													
Soya, Tofu, Beans, Nuts and Seeds													
Butter, Oils, Margarine, Sugar and Syrup													
Principles of Nutrition													
Protein and Fat													
Carbohydrates													
Vitamins													
Minerals and Water													
Diet and Good Health													
Making informed choices													
Diet, Nutrition and Health													
Food Choices													
The Science of Food 1													
Cooking of Food, Heat Transfer and Selecting Appropriate Cooking Methods													
Proteins and Enzymic Browning													
Carbohydrates													
Fats and Oils													
Raising Agents													
The Science of Food 2													
Microorganisms, Enzymes and Food Spoilage													
Microorganisms in food Production													
Bacterial Contamination													
Buying and Storing Food													
Preparing and Cooking Food													
Food Preservation													
Where the Food Comes From													
Food Provenance and Production Methods													
Food Provenance; Food and the Environment													
Food Provenance: Sustainability of Food													
British and International Cuisines													
Food Manufacturing													

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
Cooking and Food Preparation													
Factors Affecting Food Choice: Sensory Evaluation													
Factors Affecting Food Choice													
Food Labelling													
Knife Skills													
Prepare, Combine and Shape													
Dough													



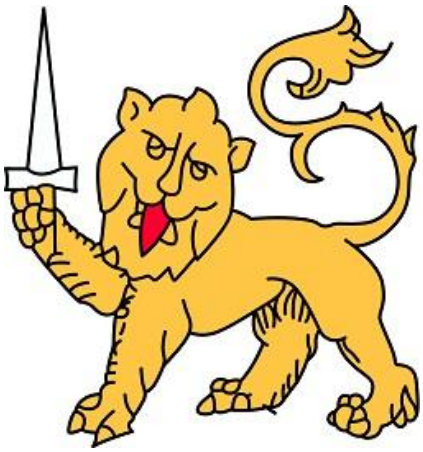
DESIGN AND TECHNOLOGY

AYLESTONE SCHOOL

2025 2026

Subject – Design and Technology

		How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
		☺	😐	☹		30	30	30	30	30	30	30	30	
	Core Content													
1.1	The impact of new and emerging technologies													
1.2	Critical evaluation of new and emerging technologies													
1.3	How energy is generated and stored													
1.4	Modern and smart materials, composite materials and textiles materials													
1.5	Mechanical devices													
1.6	Electronic systems													
1.7	The use of programmable components													
1.8	Ferrous and non-ferrous metals													
1.9	Papers and boards													
1.10	Thermoforming and thermosetting polymers													
1.11	Natural , synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles													
1.12	Natural and manufactured timbers													
1.13	Contexts which inform design outcomes													
1.14	Environmental, social and economic challenges													
1.15	The work of past and present professionals and companies													
1.16	Design strategies													
1.17	Developing, communication, recording and justifying ideas													
	Timbers													
7.1	Design Contexts													
7.2	Sources, original, physical and working properties and social and ecological footprint													
7.3	Selection of timbers													
7.4	Forces and stresses													
7.5	Stock forms, types and sizes													
7.6	Manufacturing to different scales of production													
7.7	Specialist techniques, tools, equipment and processes													
7.8	Surface treatments and finishes													



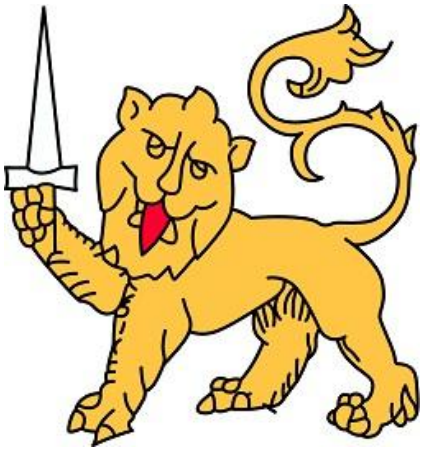
FRENCH

AYLESTONE SCHOOL

2025 2026

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
<u>Theme 1: Identity and culture</u>													
Topic 1: Me, my family and friends													
Talking about friends and what makes a good friend													
Talking about family relationship													
Making arrangement to go out													
Describing a night out with friends													
Talking about your life when you were younger													
Discussing role models													
Topic 2: Free time activities													
Talking about sport													
Talking about your life online													
Talking about books and reading													
Talking about television programmes													
Talking about actors and films													
Topic 3: Customs and festivals in French-speaking countries/communities													
Describing your daily life													
Talking about food for special occasions													
Describing family celebrations													
Describing festivals and traditions													
<u>Theme 2: Local area, holiday and travel</u>													
Topic 1: Home, town, neighbourhood and region													
Describing a region													
Talking about your town, village or district													
Discussing what to see and do													
Discussing plans and the weather													
Discussing community projects													
Topic 2: Travel and tourism													
Talking about holidays													
Describing an ideal holiday													
Booking and reviewing hotels													
Ordering in a restaurant													
Talking about travelling													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Buying souvenirs													
Talking about holiday dsasters													
Theme 3: School													
Talking about school subjects													
Talking about your school													
Comparing school in the UK and in French speaking countries													
Discussing school rules													
Talking about getting the best out of school													
Talking about a school exchange													
Theme 4: Future aspirations, study and work													
Discussing career choices													
Talking about plans, hopes and wishes													
Talking about the importance of languages													
Applying for jobs													
Theme 5: International and global dimension													
Discussing problems facing the world													
Talking about protecting the environment													
Discussing ethical shopping													
Talking about volunteering													
Discussing big events													



PSYCHOLOGY

AYLESTONE SCHOOL

2025 2026

Psychology

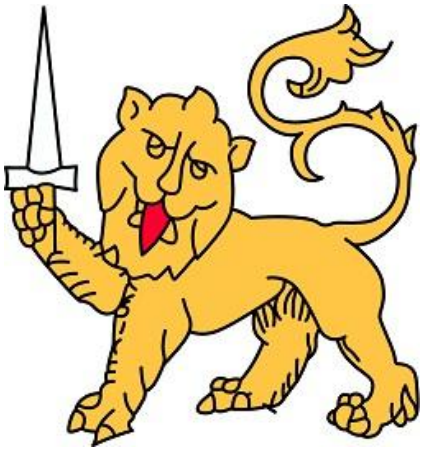
Alongside the content remember to keep up with your practice of key words. You will gain many more marks if you recognise these in questions and use them correctly in longer answers.

	How I feel about my current knowledge??				In the boxes below, write the date you completed that 30 minute session								How do I feel now??
	☺	😐	☹		30	30	30	30	30	30	30	30	
PAPER 1 = topics from year 10.													
Development													
Early brain development													
Piaget's stages of development													
Theories													
Piaget's theory of cognitive development													
Dweck's mindset theory													
Willingham's learning theory													
Studies													
Piaget & Inhelder: Three mountains													
Gunderson et al: Parent praise													
Issues & Debates													
Piaget's theory of moral development													
Kohlberg's theory of moral development													
Damon's moral self													
Memory													
Information processing stages													
STM & LTM													
Amnesia													
Theories													
Bartlett's reconstructive memory theory													
Atkinson & Shiffrin's multi-store model													
Studies													
Bartlett: War of ghosts story													
Peterson & Peterson: Short-term retention													
Issues & Debates													
Reductionism vs holism													
Psychological Problems													
Unipolar depression – symptoms, incidence, effects on society etc													
Theories													
Genetic explanation													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Beck's cognitive triad theory													
Ellis' ABC model													
Treatments													
CBT													
Drug therapy													
Addiction													
Addiction – symptoms, incidence, effects on society etc													
Theories													
Genetic explanation													
Classical conditioning													
Operant conditioning													
SLT													
Treatments													
CBT													
Drug therapy													
Studies													
Caspi et al: 5HTT gene and life stress													
Young: CBT with internet addicts													
Issues & Debates													
Nature vs nurture													
The brain and neuropsychology													
Structure & function of the brain													
Lateralisation of function													
CNS - neurotransmission													
Neurological damage													
Studies													
Damasio et al: Phineas Gage													
Sperry: Hemisphere deconnection													
Issues & Debates													
Development of brain study over time													
Social Influence													
Obedience and conformity													
Obedience to authority and the Milgram: electric shock experiment													
Bystander intervention													
Crowd behaviour													
Studies													
Piliavin et al: Good samaritanism													
Haney, Banks & Zimbardo: Simulated prison study													

Issues & Debates													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Social issues in psychology													
Cultural issues in psychology													

PAPER 2 = topics from year 11.													
Research Methods	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Variables (designing psychological research)													
Hypotheses													
Sampling methods													
Research designs													
Reliability and validity													
Ethics (CDCDWP)													
Research data collection methods													
Data analysis (basic)													
Representing and interpreting data													
Data types													
Issues & Debates													
Ethical issues in research													
Criminal Psychology													
Theories													
Learning theory explanations of criminality													
Biological explanations of criminality													
Punishment and recidivism													
Rehabilitative treatments													
Studies													
Bandura et al: Bobo doll study													
Charlton et al: effect of the introduction of television on behaviour													
Sleep and Dreaming													
Features, functions and benefits of sleep													
Internal and external influences													
Sleep disorders													
Theories													
Freud's theory of dreaming													
Hobson & McCarley: activation-synthesis theory of dreaming													
Studies													
Freud: Little Hans													
Siffre: Six months in a cave													



BTEC SPORT

AYLESTONE SCHOOL

2025 2026

The importance of fitness for successful participation in sport													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
Types of sports requiring specific components of fitness:													
aerobic endurance – events/sports lasting more 30 minutes													
muscular endurance – events/sports lasting more 30 minutes													
muscular strength – activities requiring force, e.g. throwing events													
speed – activities requiring fast movement, e.g. sprinting													
flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts													
body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters													
power – activities requiring explosive movement e.g. gymnastics, basketball													
agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing													
reaction time – any activity where a quick decision or response to a stimulus is needed													
balance – an activity requiring the control of the distribution of weight or to remain upright and steady													
coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball.													
Fitness training principles													
The basic principles of training frequency, intensity, time, and type (FITT)													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
frequency – the number of training sessions completed over a period of time, usually per week													
intensity – how hard an individual will train													
time – how long an individual will train for													
type – how an individual will train by selecting a training method to improve a specific component of fitness.													
Additional principles of training:													
progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance													
specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed													
individual differences – training should meet the needs of an individual													
adaptation – changes to the body due to increased training loads													
reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost													
variation – altering types of training to avoid boredom and maintain motivation to train													
rest and recovery – to allow the body to recover and adapt.													
A3 Exercise intensity and how it can be determined													
● Intensity: o measure heart rate (HR) o HR intensity to fitness training methods.													
● Target zones and training thresholds: o calculate training zones o apply HR max to training o aerobic training zone o anaerobic training zone.													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● The Borg (6–20) Rating of Perceived Exertion (RPE) Scale o RPE x 10 = Heart Rate (HR).													
● The relationship between RPE and heart rate where: RPE x 10 = HR (bpm).													
● Calculate 1RM for strength and 15RM for muscular endurance.													
● Technology to measure exercise intensity: o heart rate monitors o smart watches o apps.													
B1 Importance of fitness testing and requirements for administration of each fitness test													
● Reasons for fitness testing: o gives baseline data for monitoring/improving performance o can design training programmes based on test results o determine if training programmes are working o results can give a performer something to aim for o provide goal setting aims.													
● Pre-test procedures: o calibration of equipment o complete informed consent o complete Physical Activity Readiness Questionnaire (PAR-Q) o participant pre fitness test check e.g. prior exercise participation.													
● Knowledge of published standard test methods and equipment.													
● Accurate measurement and recording of test results													
● Basic processing of test results for interpretation (using published data tables).													
● Ability to safely select appropriate test(s) for given purposes, situations and/or participants.													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● Reliability of test: o consistency of results o factors affecting reliability: – calibration of equipment – motivation of the participant – conditions of the testing environment (inside versus outside conditions) – experience of the person administering the test – compliance with standardised test procedure.													
● Validity of results.													
● Practicality: o cost o time taken to perform the test o time taken to set up the test o time taken to analyse data o number of participants that can take part in the test at any time.													
B2 Fitness test methods for components of physical fitness													
● Aerobic endurance: o multi-stage fitness test, also known as the bleep test (20 metre distance) o Yo-Yo test o Harvard step test o 12-minute Cooper run or swim.													
● Muscular endurance: o one-minute press-up o one-minute sit-u o timed plank test.													
● Flexibility: o sit and reach test o calf muscle flexibility test o shoulder flexibility test.													
● Speed: o 30 metre sprint test o 30 metre flying sprint.													
● Muscular strength: o grip dynamometer o 1 Rep Max.													
● Body composition: o Body Mass Index (BMI) o Bioelectrical Impedance Analysis (BIA) o waist to hip ratio.													

B3 Fitness test methods for components of skill-related fitness													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● Agility: o Illinois agility run test o T Test.													
● Balance: o stork stand test o Y balance test.													
● Coordination: o Alternate-Hand Wall-Toss test o stick flip coordination test.													
● Power: o vertical jump test o standing long/broad jump o Margaria-Kalamen power test													
Reaction time: o ruler drop test o Online reaction time test (reaction test timer).													
B4 Interpretation of fitness test results													
Comparison to normative published data. ● Analyse and evaluate test results. ● Recommendations for improvements to fitness performer based on test results.													
Investigate different fitness training methods													
C1 Requirements for each of the following fitness training methods													
● Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise.													
● Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.													
● Linking each fitness training method to the associated component of fitness.													
● Application of the basic (FITT) and additional principles of training to each fitness training method.													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● Application of appropriate training intensities to fitness training methods.													
C2 Fitness training methods for physical components of fitness													
● **Aerobic endurance:**													
o continuous training – steady pace and moderate intensity for a minimum period of 30 minutes													
o Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain													
o interval training – work period followed by a rest or recovery period													
o for aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training)													
o circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance.													
● **Flexibility:**													
o static active – the performer applies internal force to stretch and lengthen the muscle													
o static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch													
o Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex.													
● Muscular endurance:													
o free weights and fixed resistance machines – high repetitions and low loads													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
o circuit training – using body resistance exercises or weights with low loads and high repetitions.													
● Muscular strength training:													
o free weights and fixed resistance machines – high loads and low repetitions.													
● Speed:													
o acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint													
o interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training)													
o resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.													
C3 Fitness training methods for skill-related components of fitness													
● Agility: o Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills.													
● Power: o plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping.													
● Balance: o use of specific training exercises that require balancing on a reduced size base of support.													
● Coordination: o use of specific training exercises using two or more body parts together.													
● Reaction time: o use of specific training exercises to practise quick responses to an external stimulus.													

C4 Additional requirements for each of the fitness training methods													
	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.													
C5 Provision for taking part in fitness training methods. Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.													
● Public provision – advantages and disadvantages.													
● Private provision – advantages and disadvantages.													
● Voluntary provision – advantages and disadvantages.													
C6 The effects of long-term fitness training on the body systems. Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.													
● **Aerobic endurance training:**													
o adaptations to the cardiovascular and respiratory systems													
o cardiac hypertrophy													
o decreased resting heart rate													
o increased strength of respiratory muscles													
o capillarisation around alveoli													
● **Flexibility training**													
o adaptations to the muscular and skeletal systems													
o increased range of movement permitted at a joint													
o increased flexibility of ligament and tendons													
o increased muscle length.													
● Muscular endurance training:													
o adaptations to the muscular system													
o capillarisation around muscle tissues													
o increased muscle tone.													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● Muscular strength and power training:													
o adaptations to the muscular and skeletal systems o muscle hypertrophy													
o increased tendon and ligament strength													
o increased bone density.													
Speed training:													
o adaptations to the muscular system													
o increased tolerance to lactic acid.													
D Investigate fitness programming to improve fitness and sports performance													
D1 Personal information to aid fitness training programme design													
● Aims – details of what they would like to achieve for the selected sport.													
● Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.													
● Lifestyle and physical activity history.													
● Attitudes, the mind and personal motivation for training.													
D2 Fitness programme design													
● Use personal information to aid training programme design.													
● Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.													
● Application of the FITT principles and additional principles of training.													
D3 Motivational techniques for fitness programming													
● Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.													
● Types of motivation: o intrinsic o extrinsic.													
● Principles of setting goals to increase and direct motivation.													

	☺	😐	☹		30	30	30	30	30	30	30	30	How do I feel now??
● Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):													
o short-term goals (set over a short period of time, between one day and one month)													
o long-term goals (what they want to achieve in the long term, and the best way of doing this).													
● Influence of goal setting on motivation:													
o provide direction for behaviour													
o maintain focus on the task in hand.													
● Benefits of motivation on the sports performer:													
o increase participation													
o increase participation													
o maintain training and intensity													
o increased fitness													
o improved performance.													