



EMMANUEL COLLEGE

# PREPARING TO REVISE REVISING TO SUCCEED

NAME:

TUTOR:

VALUED, CHALLENGED, INSPIRED

# PREPARING FOR THE YEAR 11 EXAMS AND TIPS FOR REVISION OVER YEAR 11

Year 11 is a marathon and not a sprint. Making a success of Year 11 is about finding that balance of intensity in your work that allows you to sustain a healthy working routine throughout the year.

Much like with running, as you approach certain key events, such as your Trial Exams in November or the Spring Term or the exams at the end of Year 11 you will want to increase the intensity of your effort.

However, students can not increase their intensity from nothing, or if they can, they can't sustain it. Imagine suddenly sprinting as fast as you can after you have been standing still for several hours, you will not be able to maintain it for long!

This means that the healthiest and most effective way to navigate Year 11 is to find a healthy medium intensity of work throughout Year 11. Enough that you can increase it when you need to for those crucial periods, but not too much that you will burnout.

This guide will help you to do this.

## HOW DO I LEARN AND REVISE EFFECTIVELY?

**Learning** is the process of understanding information and being able to remember it over a long period of time.

**Revising** is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long-term memory.

To make sure knowledge goes into your long-term memory and stays there, and to make sure you can find it quickly, you need to spend time **thinking hard** about that knowledge in your working memory.

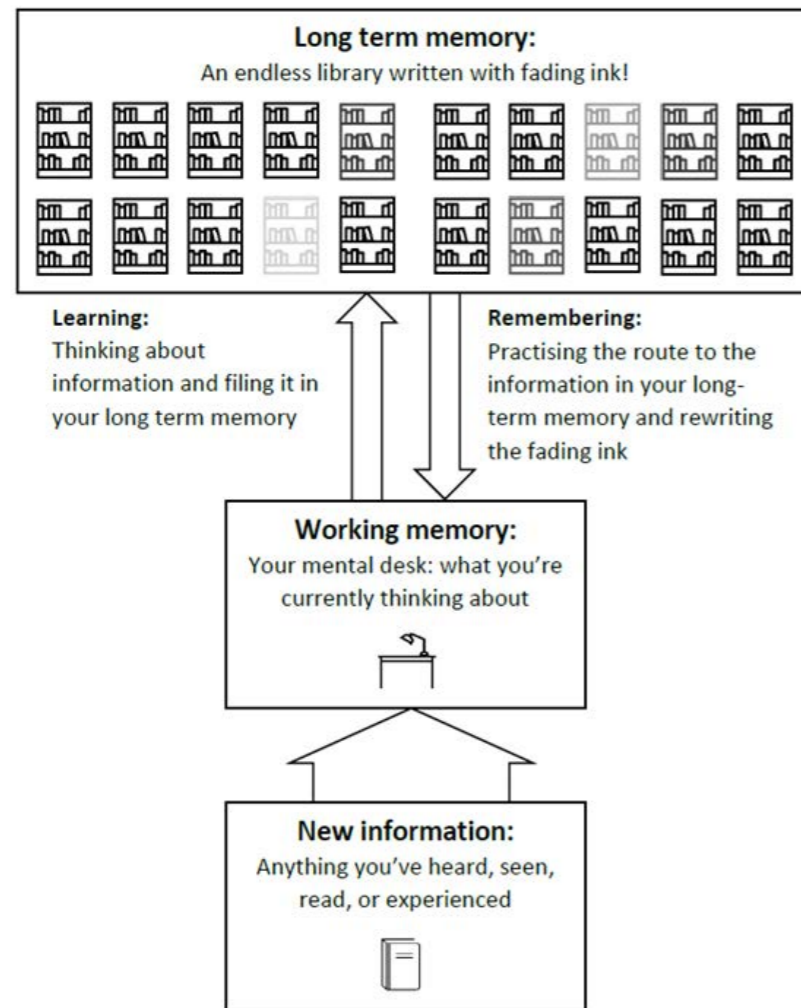
**You think hard about your work when you:**

Take an active part in your lessons.

Complete your homework to the best standard you can do.

Complete independent revision.

If you do not think hard about your learning then you will not be able to recall it at a future point in time. This has been found to be true by cognitive scientists in hundreds of research experiments.



Why do you need to complete independent revision throughout Year 11 to be successful?

Whenever you revise, you are doing one of three things:



1. Finding gaps in your knowledge that you need to plug.



2. Strengthening fading knowledge in your long-term memory.



3. Connecting items in your long-term memory so that you can access these and recall these faster when you need them. Like in your exams!

### KEY PIECES OF ADVICE TO LEARN AND REVISE EFFECTIVELY:

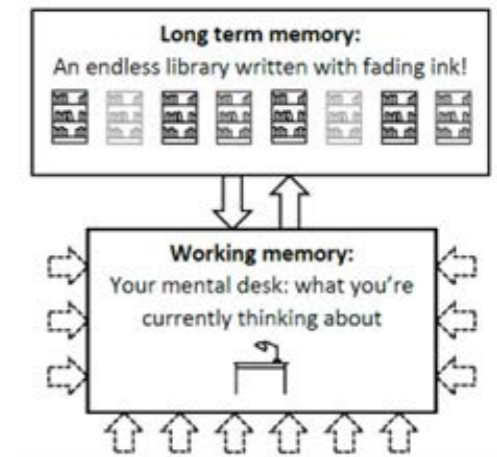
- Avoid distractions:** give yourself as much space as possible in your working memory to focus on the information you are learning or revising. Our working memory is pretty rubbish, strip away **anything** at all your mind could be focussing on to leave only the work you want to complete.
- Think hard:** if you don't think hard about the information you're learning or revising, it will not go into your long-term memory. If you do not feel mentally drained after completing revision, then you have been doing the wrong techniques!
- Start early:** thinking hard about information takes time and you need to revisit information regularly to strengthen those memories. Leaving revision until the last minute is likely to be overwhelming and will limit how effective your revision is.

### WHERE SHOULD I WORK AND REVISE?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed. Anything that you are currently experiencing or paying attention to takes up space in your working memory.

One way that you can free up space in your working memory is by working in an environment which is free from distractions.



### WHEN CREATING A SPACE TO REVISE...

#### DO:

Put your phone in another room for the duration of your revision!

Know what you are going to do before you sit down to work.

Work in a tidy environment where you have all the books and resources you need to revise effectively.

Work in a space which you only use for school work or revision.

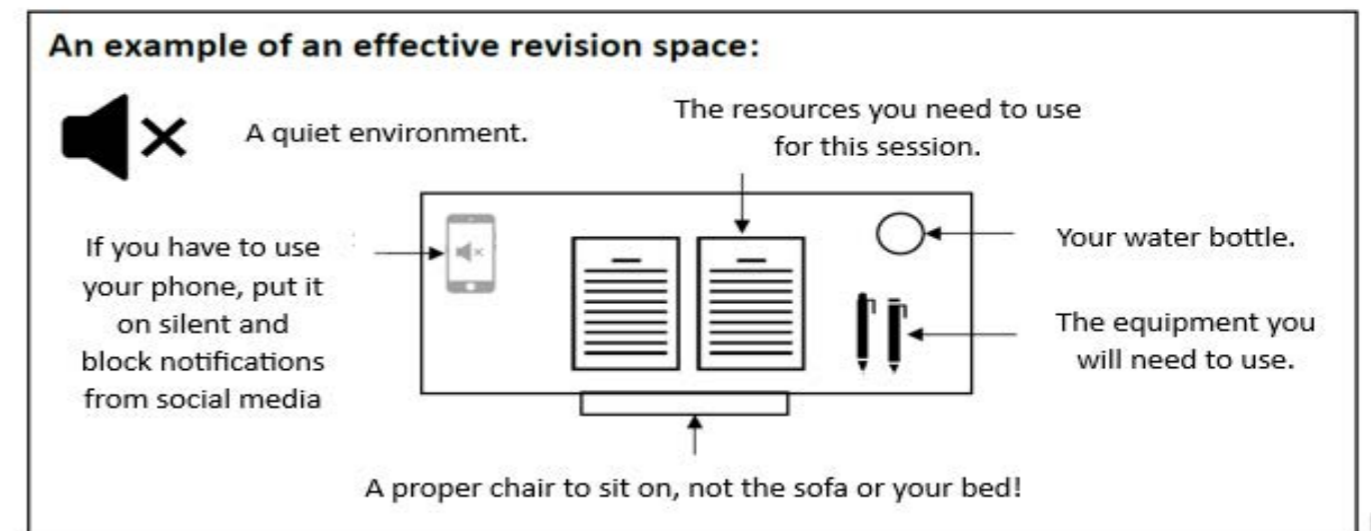
#### DON'T

Have your phone on or your laptop connected to social media or messaging apps whilst you work!

Work in a cluttered and untidy environment.

Have loud music or the television playing in the background whilst you work.

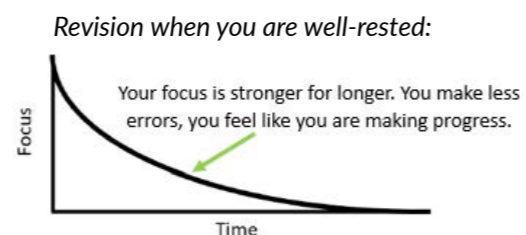
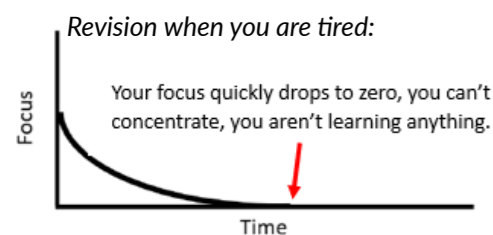
Work in the same space that you relax in.



## WHEN SHOULD I REVISE?

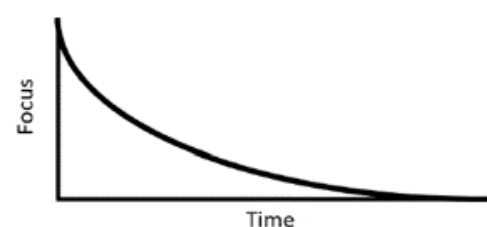
To revise effectively, you must **think hard**.

**Thinking hard** is tiring and hard work. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

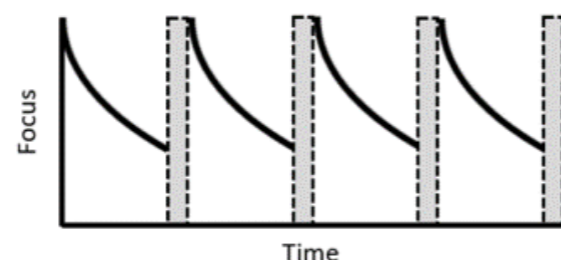


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



Regular breaks allow your brain to rest and recharge ready for the next session. You can keep a higher focus for longer.

## WHEN REVISING...

|  |  |
|--|--|
| <b>DO:</b><br>Have a plan of when you will revise with a repeatable routine where you revise at the same time every day. | <b>DON'T</b><br>Decide on the day whether you are revising or not. Know this in advance. |
| Take regular small breaks.   | Revise late at night or when you are tired.  |
| Revise when you are well-rested or at a time you are used to working.  | Revise for long periods without a break.   |

## PLANNING REVISION SESSIONS USING THE POMODORO TECHNIQUE:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Science revision module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Revise for a maximum of **25 minutes** before having a break.
5. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
6. Set a timer for 25 minutes. Ideally use a digital timer which is not on your phone.
7. Spend the entire 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3rd 25-minute sessions.

## 1 SELF-QUIZZING (TOTAL RECALL!)

Self-quizzing is when you answer a series of questions about a topic from memory.

It is the best revision technique to do to identify gaps in your knowledge and to make the knowledge that is long-term memory more secure.

It can be done anywhere with nothing more than a blank sheet of paper and a pen.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could write down from memory everything you can remember on a topic or you could fill in a diagram from memory.

To do this simply identify a specific topic you want to test yourself on: Photosynthesis or the consequences of the Berlin airlift for example.

You then spend no more than 15 minutes writing down everything you can remember. **DO NOT LOOK AT YOUR NOTES ONCE!**

When the time is up, spend the next 10 minutes comparing what you have written with your notes, add in green pen anything that you missed.

## 2 ANSWERING QUIZ QUESTIONS

Topic- *The causes of tension in the Cold War in 1945*

- |   |   |
|---|---|
| 1. Give the dates and names of two conferences to discuss the end of Second World War.  | The Yalta Conference February 1945<br>The Potsdam Conference July 1945  |
| 2. Who were the two new leaders of the USA and Britain by the final conference?   | Harry Truman- President of America<br>Clement Attlee- Prime Minister of Britain.  |
| 3. List three reasons why tensions were higher by the final conference.   | New leaders were more suspicious of Stalin<br>The USA had atomic bomb but did not tell Stalin.<br>Lack of a common enemy- Hitler had been defeated in Europe. |
| 4. When and where did the USA drop their atomic bombs? (2 answers)  | Hiroshima- <del>16th August 1945</del> 6 August 1945<br>Nagasaki- 9th August 1945   |
| 5. Did the USA or the USSR have their armies in the Eastern European countries of Poland, Czechoslovakia and Hungary in 1945? | The <del>USA</del> The USSR   |

### WHEN ANSWERING QUIZ QUESTIONS...

- |   |   |
|---|---|
| <b>DO:</b><br>Answer every question, even if you are unsure.<br>Write the answers from memory.<br>Answer in as much depth as you can.<br>Mark and correct your answers after you have finished. | <b>DON'T</b><br>Skip questions because you find them difficult.<br>Answer using your notes or a textbook.<br>Write a single word answer to complete it as fast as possible.<br>Assume your answers are correct and not properly mark them!. |
|---|---|

## HOW TO WRITE QUIZ QUESTIONS

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic.
5. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
6. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

| Topic      |          |
|------------|----------|
| Question 1 | Answer 1 |
| Question 2 | Answer 2 |
| Question 3 | Answer 3 |
| Question 4 | Answer 4 |
| Question 5 | Answer 5 |
| Question 6 | Answer 6 |

## HOW TO ANSWER QUIZ QUESTIONS

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

## 2. FLASHCARDS

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

|  |   |  |                        |
|--|---|--|------------------------|
| 1957   | Groynes   | Osmosis  | Where is the pharmacy? |
| The USSR successfully launched the first satellite (Sputnik) into space. | A low wall on the coastline which slows longshore drift | Net movement of water from a high concentration to low concentration across a partially permeable membrane | Où est la pharmacies?  |

### WHEN MAKING AND USING FLASHCARDS

- |  |  |
|--|--|
| <p><b>DO:</b><br/>Make flashcard quickly.</p> <p>Put a single piece of information on each card.</p> <p>Sort your cards according to your confidence (see below)</p> <p>Test yourself with the flashcards only from your memory.</p> | <p><b>DON'T</b><br/>Spend more time making the cards than using them!</p> <p>Put lots of information onto each flashcard.</p> <p>Revise the cards in the same order each time.</p> <p>Only read through the flashcards, this is not thinking hard!</p> |
|--|--|

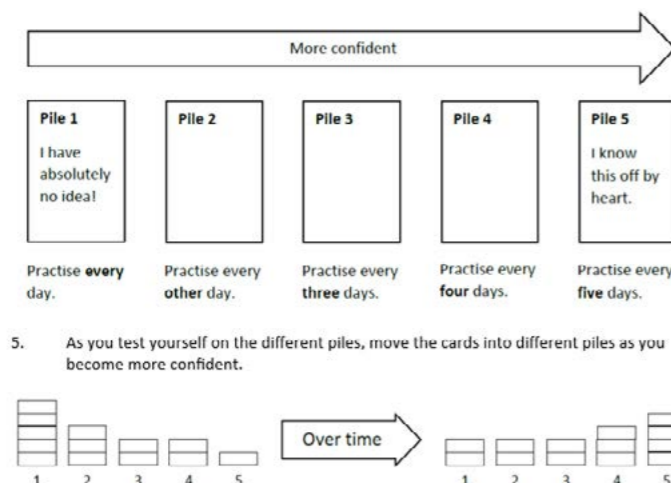
### HOW TO MAKE FLASHCARDS

- If you can, get a set of flashcards from a revision website like Quizlet!
- If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
- Fold a piece of A4 paper into 8.
- Write the questions on the top half of the paper.
- Write the answers on the bottom half of the paper.
- Cut the paper along the short folds.
- Fold the strips of paper so that the writing is on either side.
- If you can, glue the pieces of paper together.

|              |              |              |              |              |
|--------------|--------------|--------------|--------------|--------------|
| Definition 1 | Definition 2 | Definition 3 | Definition 4 | Definition 5 |
| Answer 1     | Answer 2     | Answer 3     | Answer 4     | Answer 5     |

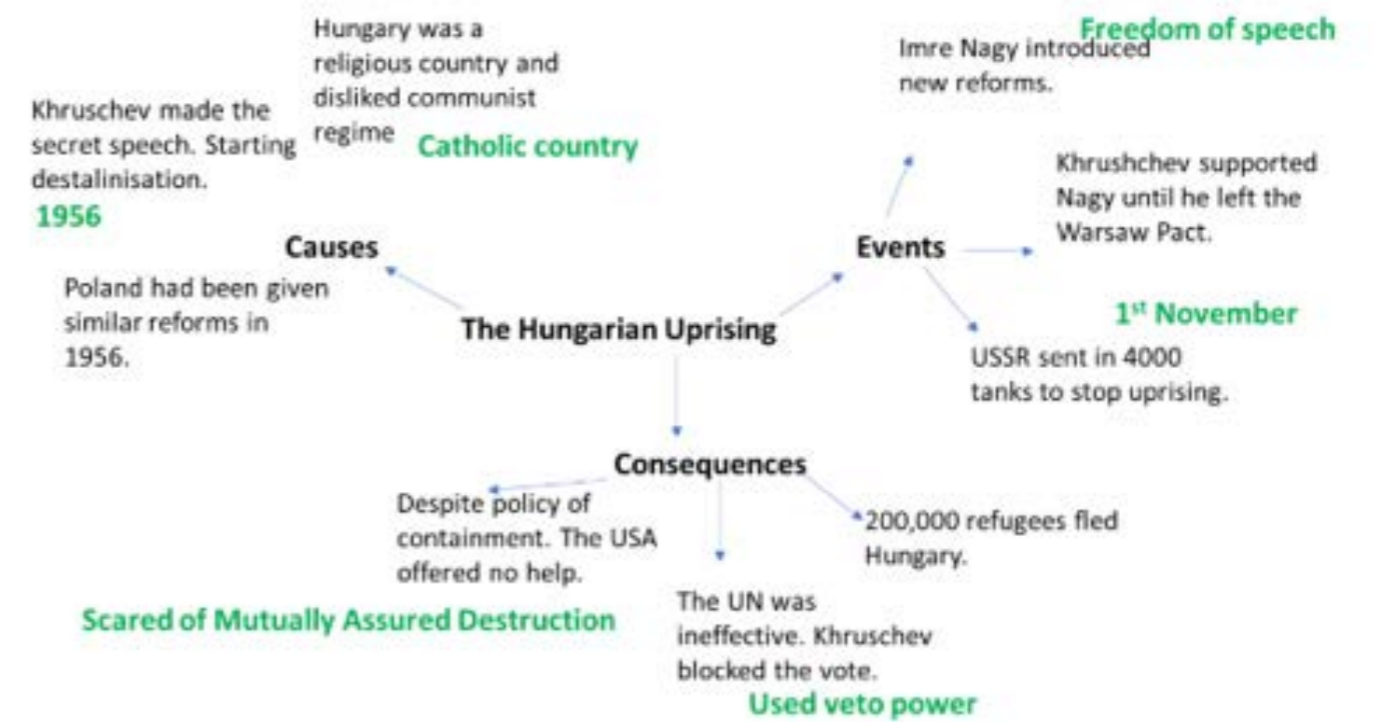
### HOW TO USE FLASHCARDS

- Test yourself using the flashcards.
- As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
- Put the piles into numbered envelopes (1-5).
- Test yourself on the different piles on different days (see below):



## 3. KNOWLEDGE MAPS

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



### WHEN WRITING KNOWLEDGE MAPS

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|--|--|
| <p><b>DO:</b><br/>Write and draw from memory.</p> <p>Check afterwards against your knowledge organiser or textbook.</p> <p>Connect related information in a spider diagram format (see below). This will help you to remember more by making connections in your memory.</p> | <p><b>DON'T</b><br/>Create the diagram by copying from a textbook or knowledge organiser.</p> <p>Assume that what you have written is correct!</p> <p>Just write a list out (see below).</p> |
|--|--|

### HOW TO CREATE A KNOWLEDGE MAP

- Use an empty piece of paper and write the date at the top of the page.
- Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
- As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
- Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
- Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
- Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
- Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

## 4. EXAM QUESTIONS

You remember what you **think hard** about. One of the best ways to think hard about knowledge you have learned is by completing exam questions.

Practising exam questions will also allow you practise exam techniques, such as writing in timed conditions or annotating questions.

Get exam questions from your teachers and complete them as closely to a real exam setting as possible: **especially without access to the answers.**



This is a Russian cartoon of Khrushchev in 1959. The writing on the Snowman's head reads 'The Cold War'.

0 1

Study **Source A** in the Sources Booklet.

**Source A** supports Khrushchev. How do you know?

Explain your answer using **Source A** and your contextual knowledge. [4 marks]

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Source A is a cartoon showing President Khrushchev drilling a snowman labelled 'the Cold War'. The source clearly supports the policies Khrushchev, implying they made relations between the two countries better as the snow man is melting away. From 1955 onwards Khrushchev introduced several policies to create 'peaceful co-existence' between the two countries. By 1959 he had visited the USA and met with President Eisenhower. This shows at the time relations were better between the two countries due to the USSR having a new leader. It was also published in the USSR therefore, due to censorship is propaganda deliberately trying to show Khrushchev, the leader of the USSR in a positive light.

### WHEN ANSWERING PRACTICE EXAM QUESTIONS:

#### DO:

Write from memory.

Write in timed conditions (ask your teacher how long per question).

Ask your teacher for feedback or use a mark scheme (only after you have finished).

#### DON'T

Use your textbooks or worse the mark scheme while answering questions.

Assume what you have written is correct, mark it when you've finished!

Use a computer if you will not be using a computer in the exam.

## HOW DO I DECIDE WHAT TO REVISE?



Whenever you revise, you are doing one of three things:

1. Finding gaps in your knowledge that you need to plug.



2. Strengthening fading knowledge in your long-term memory.



3. Connecting items in your long-term memory so that you can access these and recall these faster when you need them. Like in your exams!

Whichever purpose your revision has, it is important that you focus on the weaknesses within your knowledge.

It is tempting to only revise topics you're already good at. However, if you do this, you waste valuable revision time and you could get a nasty shock when you don't do well in exams or assessments.

Before you start revising for a subject, you should decide what you need to focus on.

### WHEN DECIDING WHAT TO REVISE:

#### DO:

Gather information about the topics you need to revise.

Break subjects and topics down into manageable chunks.

Revise topics and subjects you do not enjoy and/or find difficult!

Keep a record of the topics you have chosen to revise and the revision you have completed for those topics!

#### DON'T

Only revise the subjects or topics you are confident in.

Avoid the subjects you don't enjoy as much.

Think you can revise everything in one go; effective revision takes time.

Forget about your revision checklists; these break down every subject for you!

It is important to establish and embed good revision and exam techniques early on in secondary school to pave the way for future success. The annual 'trial exams' in Years 7–10 provide an excellent opportunity for students to cultivate strong learning habits to ensure that they are fully prepared for public examinations in Year 11 and Year 13.

## EFFECTIVE REVISION STRATEGIES

### USE FLASHCARDS

After you have finished revising a concept, write down the key points in a flashcard. The key to revising effectively from flashcards is to put the easier topics at the back of the cards and the harder ones at the front. This will allow you to focus more on the topics or concepts you find hardest and less on the ones you already know.

### USE MIND MAPS

Use mind maps together with flashcards. When you are revising a concept or topic, create a mind map on a flashcard. If you need more space, use plain A4 paper and then compile all the mind maps in a study folder. Then revisit the folder periodically and revise using the flashcards method described above.

### REVISE ACTIVELY

Active revision is about actively thinking about what you are learning as supposed to passively taking notes or cramming. The basic technique for active revision is 'read-cover-recite-check'.

1. **Read** over a key topic from your notes or student textbook.
2. **Cover** what you have read.
3. **Recite** from memory what you have just learnt. In some cases, you might need to write down or draw the information depending on what you're learning.
4. **Check** your notes or notebook to see what you've missed out. Then fill in those missed gaps.

Once you have completed the steps, repeat until you are 100% confident you've now learnt that topic.

### SPACE OUT YOUR LEARNING

The best way to drive information into your long-term memory is by learning over a long period of time. This requires a bit of planning and organising to ensure that you cover all the topics over the course of the year. Spacing out learning does not mean intensively revising every day. It could mean spending five minutes after school reviewing a topic you did not understand in class. Then go through the topic again in increasing intervals. E.g. two days, five days, ten days later and so on. Eventually, you'll understand the concept more and have it stored in your long-term memory.

### PRACTISE PAST PAPERS

According to research, practising exam papers ranks highest for effective learning techniques. Why is practising exam questions a good revision technique? They help you develop your subject knowledge and identify gaps in your knowledge.

### KNOWLEDGE ORGANISERS AND MICROSOFT TEAMS

Knowledge organisers are a great starting point for revising the core knowledge and concepts for each topic of learning. Your teachers will also put revision materials on Microsoft Teams as well so make sure you regularly check your Class Teams page.

## INEFFECTIVE REVISION STRATEGIES

Just reading through your notes (without actively testing yourself) or just highlighting your notes or underlining sentences does not work. You need to be actively testing yourself and this should feel like hard work and leave you feeling tired!

## PREPARE TO PERFORM PLAN YOUR REVISION

1. Decide **where** you are going to revise. Organise the space so there are no distractions.
2. Which **revision techniques** work for you? Make a list of these.
3. Be **specific** on your timetable, name the subject and topic.
4. Revise for a maximum of **45 minutes** before having a break.
5. **Unplug** yourself from phones and other distractions when you're revising.
6. Cross out any time where you definitely **cannot revise** due to other commitments such as sport and work etc.
7. **Stick at** the tasks even if you find them difficult.
8. Each day **cross off** the sessions you have completed so that you can see exactly what you have achieved each day. Be honest with yourself.

## PREPARE TO PERFORM PLAN YOUR DIET AND SLEEP

It is important to look after your mental and physical health during an exam period. You can do this by:

- Eating an appropriate breakfast
- Eating appropriate and healthy snack/s
- Exercising
- Eating a healthy lunch
- Eating a healthy evening meal
- Turning off your phone
- Having seven to eight hours sleep
- Drinking plenty of water
- Planning time to calm yourself down



We are determined to achieve what is worthwhile even in the face of difficulty.



# OUR 6 TOP TIPS

## PREPARING FOR REVISION



Start early. It will take the pressure off and stop you feeling overwhelmed. Don't wait until the start of the exams.



Plan out your revision timetable now. You should map out all of the topics you need to cover in advance, so you are certain you will cover everything. Start your revision timetable with the topics you find most difficult.



Do active revision. DO NOT just copy out notes or highlight. Test yourself, see what you can remember, then fill in the blanks, test yourself again or write out revision cards and ask family members to test you. Testing and recalling knowledge is an excellent revision strategy.



Plan in opportunities to complete past papers and exam questions into your revision timetable. This will allow you to start to apply your knowledge, as you will have to do this in the exam.



Commit to it, and stick to it, ensure you prioritise your revision. This may seem like a lot of work now, but you will be so proud of the work you have done when you get your results in the summer.



Leave phones and distractions in a separate room when revising. Commit to the time you have allocated yourself without distraction. You will be much more productive

## EXAM STRESS

### How to deal with exam stress:

Start early with revision, seek out help from staff and friends. If you get stuck on a topic, ask. Leave it and return to it the next day.

Keep fit, exercise is great for the mind and can be an excellent form of stress relief.

Take some time out from revision to go outside and get some fresh air.

Eat and sleep well. Make sure you rest before your exams.

Be proud of the work you have done and your commitment to your revision timetable.

## EXAM TIMETABLE

| 8:50am start        |  | 1:10pm start  |
|---------------------|--|---|
| <b>Mon 6 Nov</b>    | Graphics - Full Day<br>Art (11D AR1) room 21 – Full day<br>Music Listening P2-4  | Graphics - Full Day<br>Art (11D AR1) room 21 – Full day   |
| <b>Tues 7 Nov</b>   | RE Paper 2 (1hr 45)<br>Followed by<br>Spanish Writing (1hr20 - higher) (1hr5 – foundation)   | English Literature Paper 1 (1hr45)  |
| <b>Wed 8 Nov</b>    | Art (11C AR1) room 22 – Full day<br>German writing (1hr 20 higher, 1hr5 foundation)<br>Followed by<br>German reading (1hr higher, 45m foundation)<br>Latin (1hr30) | Art (11C AR1) room 22 – Full day<br>Computer Science Paper 1 (1hr30)<br>Drama written (1hr45)                             |
| <b>Thurs 9 Nov</b>  | Maths Paper 1 non-calculator (1hr30)<br>Followed by<br>Geography Paper 1 (1hr15)   | History Paper 1 Germany and Cold War (2hr)  |
| <b>Fri 10 Nov</b>   | Chemistry (1hr45 triple, 1hr15 combined)<br>Followed by<br>Engineering (1hr15)   | Spanish Reading (1hr - higher) (45m – foundation)   |
| 8:50am start        |  | 1:10pm start  |
| <b>Mon 13 Nov</b>   | Music Performing P1-4<br>Economics (1hr30)<br>Food and Nutrition (1hr45)   | Drama P7-8 Drama studio<br>Technology (2hr)<br><i>Food and Nutrition Clash x3 (1hr45)</i>                                 |
| <b>Tues 14 Nov</b>  | Maths Paper 2 calculator (1hr30)<br>Followed by<br>Geography Paper 3 (1hr30)   | English Language Paper 2 (1hr45)  |
| <b>Wed 15 Nov</b>   | Physics (1hr45 triple, 1hr15 combined)<br>Followed by<br>History Paper 2 Migration, Empires, and the people (1hr)  | Geography Paper 2 (1hr15)<br>French Reading (1hr - higher) (45m – foundation) <i>(clash students to sit French first)</i> |
| <b>Thurs 16 Nov</b> | Biology (1hr45 triple, 1hr15 combined)<br>Followed by<br>RE Paper 1(1hr)   | Drama P6-8 Drama studio<br>Digital Information Technology (1hr30)<br>Computer Science Paper 2 (1hr30)                     |
| <b>Fri 17 Nov</b>   | Maths Paper 3 (1hr30)<br>Followed by<br>French Writing (1hr20 - higher) (1hr5 – foundation)  | Sport Studies (45m)<br>Latin (1hr)  |

# REVISION PLANNER

You'll have homework to complete for your subjects which will take up some of your time each week. This homework will be focused on topics which will be important for your exams, so by doing the best you can with your homework you are already completing quality revision.

However, you should be building in extra time during your week for revision on the subjects you know you need to spend a little extra time on and the topics which need a little extra focus.

Small chunks of revision, even just 25 minutes per subject, repeatedly regularly will go a long way to securing knowledge and skills in your recall when you sit the exams. Follow the Pomodoro Technique for each chunk of revision (see page 7).

Using the planner below, fill out when you are going to complete revision for your subjects. Cross out any evenings you know you are unable to complete any revision.

Top Tip: Colour code the boxes for different subjects, that way you will get an at-a-glance view of whether you are covering all your subject equally:

Top Tip: As you complete a task, tick it off with a big green tick!

| Week commencing 25 September |        |         |           |          |        |          |        |
|------------------------------|--------|---------|-----------|----------|--------|----------|--------|
|                              | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Subject & Topic              |        |         |           |          |        |          |        |
| Task                         |        |         |           |          |        |          |        |
| Subject & Topic              |        |         |           |          |        |          |        |
| Task                         |        |         |           |          |        |          |        |
| Subject & Topic              |        |         |           |          |        |          |        |
| Task                         |        |         |           |          |        |          |        |

| Week commencing 2 October |        |         |           |          |        |          |        |
|---------------------------|--------|---------|-----------|----------|--------|----------|--------|
|                           | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Subject & Topic           |        |         |           |          |        |          |        |
| Task                      |        |         |           |          |        |          |        |
| Subject & Topic           |        |         |           |          |        |          |        |
| Task                      |        |         |           |          |        |          |        |
| Subject & Topic           |        |         |           |          |        |          |        |
| Task                      |        |         |           |          |        |          |        |

| Week commencing 9 October |        |         |           |          |        |          |        |
|---------------------------|--------|---------|-----------|----------|--------|----------|--------|
|                           | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Subject & Topic           |        |         |           |          |        |          |        |
| Task                      |        |         |           |          |        |          |        |
| Subject & Topic           |        |         |           |          |        |          |        |
| Task                      |        |         |           |          |        |          |        |
| Subject & Topic           |        |         |           |          |        |          |        |
| Task                      |        |         |           |          |        |          |        |

| Week commencing 16 October |        |         |           |          |        |          |        |
|----------------------------|--------|---------|-----------|----------|--------|----------|--------|
|                            | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Subject & Topic            |        |         |           |          |        |          |        |
| Task                       |        |         |           |          |        |          |        |
| Subject & Topic            |        |         |           |          |        |          |        |
| Task                       |        |         |           |          |        |          |        |
| Subject & Topic            |        |         |           |          |        |          |        |
| Task                       |        |         |           |          |        |          |        |

| Week commencing 23 October |        |         |           |          |        |          |        |
|----------------------------|--------|---------|-----------|----------|--------|----------|--------|
|                            | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Subject & Topic            |        |         |           |          |        |          |        |
| Task                       |        |         |           |          |        |          |        |
| Subject & Topic            |        |         |           |          |        |          |        |
| Task                       |        |         |           |          |        |          |        |
| Subject & Topic            |        |         |           |          |        |          |        |
| Task                       |        |         |           |          |        |          |        |







**EMMANUEL COLLEGE**  
*Emmanuel Schools Foundation*

Emmanuel College  
Consett Road  
Gateshead  
Tyne and Wear  
NE11 0AN

T: 0191 460 2099  
E: [enquiries@emmanuelctc.org.uk](mailto:enquiries@emmanuelctc.org.uk)  
W: [www.emmanuelcollege.org.uk](http://www.emmanuelcollege.org.uk)



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