

GSA Curriculum Map Post Covid (2021-22): Drama

Intent statement for Drama:

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches.
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation.
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Topics	'Charlie And the Chocolate Factory'	Ishi_ Native Americans	Drama Skills		William Towers	Advert Challenge
Skills	Introduction to Drama as a subject. Basic Drama conventions and skills will be taught using 'Charlie and the Chocolate Factory' as inspiration for the work	Cultural/Historical topic, developing realistic characters and empathetic skills - Students will develop a writing in role skill alongside a storyboarding focus	Module focuses on the development of Acting/Presentation skills. A focus on Improvisation skills including; quick, creative thinking and character building. Learners will develop confidence as a presenter/performer. Our approach will be to use a Naturalistic Improvised style of performance work		Using a story set in the Victorian era, learners explore characters from a different period. Historical research will provide learners with a true story, which they will use drama skills to present in a performance format	Learners will explore a 'The Apprentice' style module, developing a product to solve a problem. Using the presentation and performance skills developed across the year, they will plan and deliver a stylised 'Infomercial' for their product

Links	NC 6.2 Spoken Language 6.3 Reading and writing  <b>CROSS-CURRICULAR LINK MUSIC - YR7 HT 3 Body Percussion and Poetry</b>	NC 6.2 Spoken Language, 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing <b>CROSS-CURRICULAR LINK HISTORY Yr8, HT3 Crime and Punishment</b>	NC 6.2 Spoken Language 6.3 Reading and writing <b>CROSS-CURRICULAR LINK Design Technology Yr8 (rotation) Yr8 Problem Solving</b>
Resources	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints  <a href="https://www.bbc.co.uk/bitesize/guides/znpcy9g/revision/1">https://www.bbc.co.uk/bitesize/guides/znpcy9g/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zvvdj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zvvdj6/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints
<b>Year 8</b>					
Topics	Murder Mystery	Scripted Theatre_The Dumb Waiter	Drama Skills	William Towers	Advert Challenge
Skills	Learners will explore the module using a Murder Mystery story at the heart of the topic. Developing Characters and plot lines students will work to storyboard a full storyline as well as script a key scene from within their plan, to be presented practically.	Learners will explore the text The Dumb Waiter by Harold Pinter. Script reading will be introduced, followed by performance based character work, relating to extracts from the script	Module focuses on the development of Acting/Presentation skills. A focus on Improvisation skills including; quick, creative thinking and character building. Learners will develop confidence as a presenter/performer. Our approach will be to use a Naturalistic Improvised style of performance work	Using a story set in the Victorian era, learners explore characters from a different period. Historical research will provide learners with a true story, which they will use drama skills to present in a performance format	Learners will explore a 'The Apprentice' style module, developing a product to solve a problem. Using the presentation and performance skills developed across the year, they will plan and deliver a stylised 'Infomercial' for their product
Links	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing <b>CROSS-CURRICULAR LINK HISTORY Yr8, HT3 Crime and Punishment</b>	NC 6.2 Spoken Language 6.3 Reading and writing <b>CROSS-CURRICULAR LINK Design Technology Yr8 (rotation) Yr8 Problem Solving</b>

Resources	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/znp9q/revision/1">https://www.bbc.co.uk/bitesize/guides/znp9q/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zvvdj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zvvdj6/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints
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Year 9

Topics	Greek Theatre	Comedy	GCSE Taster	Scripted Theatre - DNA
Skills	Students explore the features of Greek Theatre, ranging from history to the style of performance. Focus on the skills of the Chorus and the team unity required in a stylised performance piece. Students use the story of Antigone to develop performance work using a range of non-naturalistic drama conventions.	Learners will explore a very different approach to performance work, looking at taking risks on stage and building confidence. Using physical skills, comic timing and direct communication with audience, students will develop an 'interpretive dance' project inspired by the work of David Armand	Introduction to Creating Theatre in Education (TIE) performances, and the elements of Set Design. Learners work in a similar way to the Non- Examined Assessment (NEA) in GCSE Drama, students will respond creatively to a stimulus. Working in groups to create a TIE performance or a Set Design portfolio, learners will experience the choice and time management linked to developing a 'coursework' style assessed project	Script reading. Character identification and work on theme and plot development. Naturalistic performance from a script requires line learning. Introduction to Set and Costume design Student assessment can be completed from the perspective of a performer or designer (Costume or Set) **This play is studied in GCSE Drama
Links	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing	NC 6.2 Spoken Language 6.3 Reading and writing GCSE_AO1(Pg 21) - Create and develop ideas to communicate meaning for theatrical performance GCSE_AO2 - Apply theatrical skills to realise artistic intentions in live performance <b>CROSS CURRICULAR LINK</b> <b>DT YR 9 HT3,</b> <b>Modelling</b>	NC 6.2 Spoken Language 6.3 Reading and writing

Resources	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/clips/zx67xnb">https://www.bbc.co.uk/bitesize/clips/zx67xnb</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://dramaresource.com/devising-theatre/">https://dramaresource.com/devising-theatre/</a> <a href="https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/1">https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/1</a> <a href="https://www.theguardian.com/culture-professionals-network/2014/dec/16/devised-theatre-ten-tips-collaboration">https://www.theguardian.com/culture-professionals-network/2014/dec/16/devised-theatre-ten-tips-collaboration</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/znydri6/revision/1">https://www.bbc.co.uk/bitesize/guides/znydri6/revision/1</a>		
<p>Year 10 Eduqas_ <a href="#">Specification</a></p>						
Topics	Practitioners knowledge	Practitioner Knowledge/ Comp 1 ' Devising Theatre' (Spec page 8)	Comp 1' Devising Theatre' NEA	Comp 3 'Interpreting Theatre' (Spec page 19) prep. Live Theatre Review Knowledge performance and design skill analysis	Comp 3 prep 'Interpreting Theatre' - Set Text Exploration - DNA, Plot, character, social hierarchy, costume and set design	Comp 3 prep 'Interpreting Theatre' - Examination Preparation
Skills	Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski and Berkoff.	Students explore the practitioner theory and practice of Theatre in Education. Students are grouped to respond to a stimulus, and to devise their own performance work using the theory of the selected practitioner. Students must also develop an online log, written document to support their performance work, which is assessed alongside the performance.		In Preparation for Comp 3 examination, learners will watch a piece of 'Live Theatre' and work to complete a Live Theatre Review for section B of the exam paper	Students are introduced to set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors.	Students explore the types of exam questions you can get on a drama paper and how to break them down
Links	AO1(Pg 22) - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO4 - Analyse and evaluate their own work and the work of others.			AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others <b>CROSS CURRICULAR LINK</b> <b>English Yr 10 HT 6,</b> <b>Analysing dramatic effects</b>	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others	AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others

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Year 11  
Eduqas\_ [Specification](#)

Topics	Comp 1 ' Devising Theatre' (Spec page 8) Non Examination Assessment (NEA)	Comp 2 (Spec Pg13) 'Performing from a text'	Comp 3 Prep 'Interpreting Theatre'
Skills	Students are grouped to respond to a stimulus, and to devise their own performance work using the theory of the selected practitioner. Students must also develop an online log, written document to support their performance work, which is assessed alongside the performance.	Working alone or in small groups learners will work towards a scripted performance, or design presentation. Line Learning. Page to stage techniques. Rehearsal techniques. Naturalistic performance work. Confidence in role. Design concepts *Examined by a visiting examiner	Students are introduced to set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down  **Please note, there will be separate key assessments for each half term of progress towards the final examination. Please see the 'Our Curriculum' booklet for details
Links	AO1(Pg 22) - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO4 - Analyse and evaluate their own work and the work of others.	AO1(Pg 22) - Create and develop ideas to communicate meaning for theatrical performance AO2 - Apply theatrical skills to realise artistic intentions in live performance AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed  <b>CROSS CURRICULAR LINK</b> Music YR 11 HT 1 , Unit 1 Performing	AO3 (Pg22) - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others  <b>CROSS CURRICULAR LINK</b> English Yr 10 HT 6, Analysing dramatic effects

Resources	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zk8tqp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8tqp3/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/znydrj6/revision/1">https://www.bbc.co.uk/bitesize/guides/znydrj6/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zvr28xs/revision/1">https://www.bbc.co.uk/bitesize/guides/zvr28xs/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1</a>
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Year 12  
Eduqas Specification

Topics	Practitioner Knowledge and experimentation (Comp 1 pg11) "Theatre Workshop"	Comp 1 (Pg11) "Theatre Workshop" Set text Study Begin devising process	Comp 3 (pg20) "Text In Performance" Set Text - Hedda Gabler	Comp 3 (pg20) "Text In Performance" Set Text - Accidental Death of an Anarchist	Comp 2 (pg 15) Initial stimulus work
Skills	Research and practical exploration tasks of a range of practitioners, (Actual practitioners studied will be determined by cohort) Stanislaski, Brecht, Artaud, Boal, Commedia Dell'Arte, Frantic Assembly, Gecko, KneeHigh Theatre, Punch Drunk, Verbatim Theatre. **Practitioners list is not exhaustive, best fit for group will be considered	Set text (selection of texts pg29 for cohort) will be selected for the group and studied. Historical and social content will be examined alongside the development of performance research and idea development. performance to a live audience for assessment (20% of ALevel) Internally assessed - externally moderated	Study of Pre-1956 text Hedda Gabler. Review social and cultural aspects of the play. Explore roles of and ideas for Actor, director and designer.  Please note this module merges into HT5, where the focus will be on examination skills Exam writing styles and practice.	Study of Post-1956 text Accidental Death of an Anarchist. Review social and cultural aspects of the play. Explore roles of and ideas for Actor, director and designer.  Please note this module merges into HT6, where the focus will be on examination skills Exam writing styles and practice.	Initial stimulus and research work, linking to the set stimuli from the board
Links	AO1 (pg23) Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed and performed  <b>CROSS-CURRICULAR LINK: Art - HT5 Personal Study</b>	AO1 (pg23) Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed and performed	AO1 (pg23) Make connections between dramatic theory and practice AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	AO1 (pg23) Make connections between dramatic theory and practice AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	AO1 (pg23) Make connections between dramatic theory and practice AO2 Realise artistic Intentions AO3 understanding of how drama and theatre is developed

						and performed
Resources	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zk8tq3/revision/1">https://www.bbc.co.uk/bitesize/guides/zk8tq3/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints

Year 13  
Eduqas [Specification](#)

Topics	Practitioner Knowledge and experimentation (Comp 1 pg11) "Theatre Workshop"	Comp 1 (Pg11) "Theatre Workshop" Set text Study Begin devising through to performance	Comp 2 (pg15) "Text in Action" Selection of texts, initial ideas, development and devising. Performance and report writing	Comp 3 (Pg 20) "Text In Performance" _exam technique review	Comp 3 "Text In Performance" Set Text Sect C - Curious Incident - released material preparation	Comp 3 (pg20) "Text In Performance" Examination Practice
Skills	Research and practical exploration tasks the remaining practitioners that have not yet been looked at in Y12. (Actual practitioners studied will be determined by cohort) Stanislaski, Brecht, Artaud, Boal, Commedia Dell'Arte, Frantic Assembly, Gecko, KneeHigh Theatre, Punch Drunk, Verbatim Theatre. **Practitioners list is not exhaustive, best fit for group will be considered	Set text (selection of texts pg29 for cohort) will be selected for the group and studied. Historical and social content will be examined alongside the development of performance research and idea development. performance to a live audience for assessment (20% of ALevel) Internally assessed - externally moderated	Working within teams, learners develop a scripted and a devised performance using Two differing practitioner approaches. (learners responsible for selecting the text and theme of devised - linking to a board set stimuli) Hard skills will be determined by the selected practitioners. Learners will maintain a working diary and evidence of the developing practical work, which will be used to create the supporting written document. Live performance examination (40%) will take place (date determined by exam board) with the report submitted within 5 working days.  Where the practical exam has taken place, the curriculum will move forward to Comp 3 focus. **Note, this module will be externally examined by a visiting examiner during HT4	A Revisit to Exam writing styles and practice for the written examination	Detailed preparation of the pre-released section of the play for the examination  Exam writing styles and practice.	Learners will revisit the two set texts, prepare for the written examinations a whole
Links	AO1 (pg23) Make connections between dramatic theory and practice AO2 Realise artistic	AO1 (pg23) Make connections between dramatic theory and practice AO2 Realise artistic	AO1 (pg23) Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice AO2 Apply theatrical skills to realise artistic intentions in live performance	AO3 (pg23) Demonstrate knowledge and understanding of how drama	AO3 (pg23) Demonstrate knowledge and understanding of how drama and theatre is developed and performed	AO3 (pg23) Demonstrate knowledge and understanding of how drama and theatre is developed and performed

	Intentions AO3 understanding of how drama and theatre is developed and performed	Intentions AO3 understanding of how drama and theatre is developed and performed	AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed	and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	AO4 Analyse and evaluate their own work and the work of others <b>CROSS CURRICULAR LINK</b> <b>English Yr 12 Study of Script and dramatic devices</b>	AO4 Analyse and evaluate their own work and the work of others
Resources	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</a>	*All resources linked to this module can be found in the form group's Google Classroom in lesson by lesson powerpoints	<a href="https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zmmvhbk/revision/1</a>			