Beckfoot School

Knowledgeable And Expert Learners

Year 10

Half-Term 1

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Contents

What should you be working on each week?

Homework:

- Your teacher will set you specific tasks, with a deadline, on Class Charts
- Instructions for your homework, and how to access it, are in this booklet
- You must complete and hand in the work by the deadline

Independent Learning:

- You should spend at least 20 minutes doing independent learning, using 'Quiz It, Link It, Map It, Shrink It' each day
- Your teacher will remind you of the topics and the tasks to do

Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

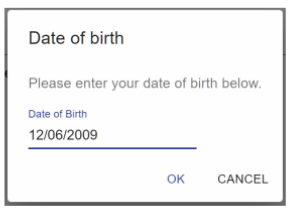
Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your email address and password into the fields provided.

2. Click on the Log in button.

3. Enter your date of birth if prompted and click on the OK button.



Homework

If your school has decided to share homework with pupils, you will see the Homework tab in your account.

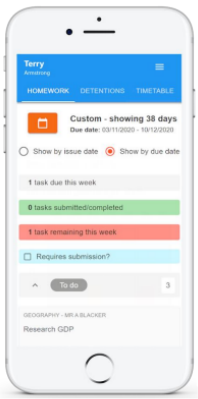
Selecting this tab will display a list of the homework tasks which you have been given.

To change the date range for displayed homework tasks, click on the orange Date button.

To display tasks in the order they were set, click on the Issue Date button

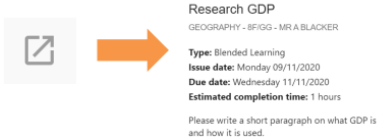
To display tasks in the order they are expected to be handed in, click on the Due date button.

To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox.



To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile.

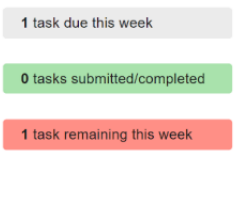
A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.



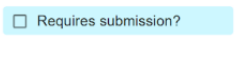
Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

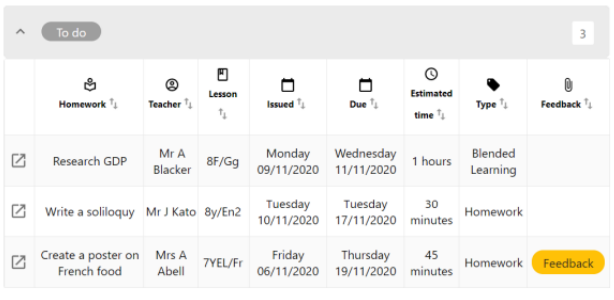
The three banners above the homework status categories count the number of homework tasks that are due this week, how many of those tasks you have completed and how many tasks you still need to complete.



To only see homework tasks that require an attachment submission, tick the checkbox labelled Requires submission.



If you are viewing the Homework tab via a desktop or laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.



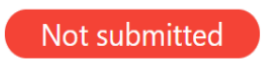
Homework status categories

To-Do: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox.

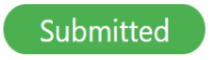
Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Late: These are homework tasks that have been handed in past the deadline.

Not submitted: These are homework tasks that were not handed in on time.



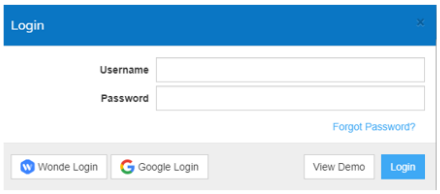
Submitted: These are homework tasks that have been handed in on time.



Homework Instructions: Maths

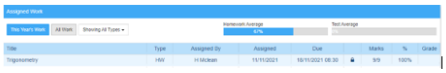
MathsWatch HOW TO GUIDE

1. Follow the link: http://new.mathswatch.co.uk/vle/



2. Login: your full Beckfoot email address
   Password: beckfoot (you can change this)

3. Your assignment will be on the login page! Select an assignment to complete:



4. To access revision material, click on the videos section in the top right hand corner. Here you can use the search function to look at different topics and try extra questions for revision.

- Homework in Maths is set on maths watch each week
- You should log in to maths watch and complete the assignment set for you every week

Homework Instructions: English

- Every half term, a home learning booklet will be provided for each scheme.
- They will have the instructions for each task in them.
- Please follow them and complete the tasks for the deadline your teacher gives.

Homework Instructions: Science

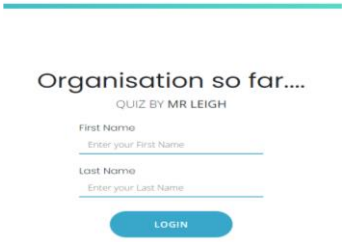
CAROUSEL LEARNING

Science Home Learning Instructions

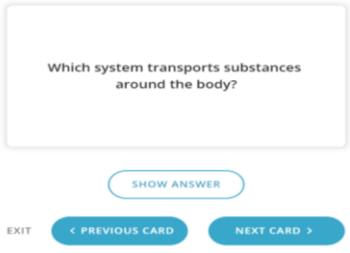
Please follow the instructions below to access your science home learning.

Remember you are expected to complete at least one quiz per week.

1. Log into Microsoft Teams using your school log in
2. Go to assignments and click on the Carousel Learning quiz set by your teacher
3. A window like the one below will pop up (if it doesn't, copy and paste the link into your internet browser)



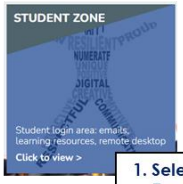
4. Type your first name and last name as it is written on the register to log into the quiz
5. Click on 'revise' and use 'look, cover, write and check' to go through the flash cards like the one below. Use your knowledge organiser to help you.



6. When you are ready, click 'exit' and then complete the quiz. Answer all questions and click 'submit' when you are finished

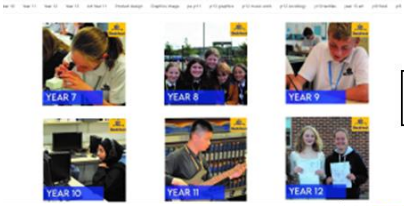
How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.



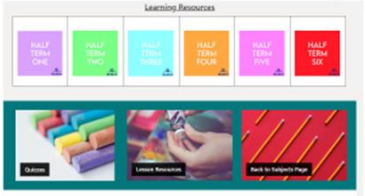
1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources



3. Select your year group

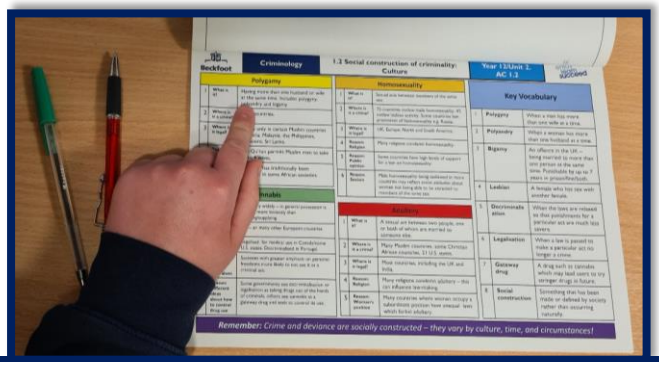
3. Select the subject you want to work on



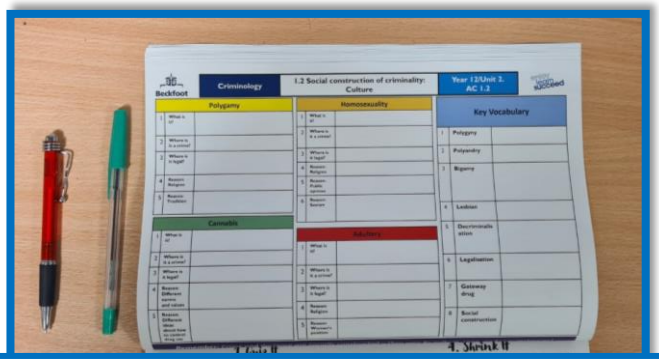
3. Select the relevant half term.

All the resources you need will be here

Independent Learning: How to 1 – Quiz It

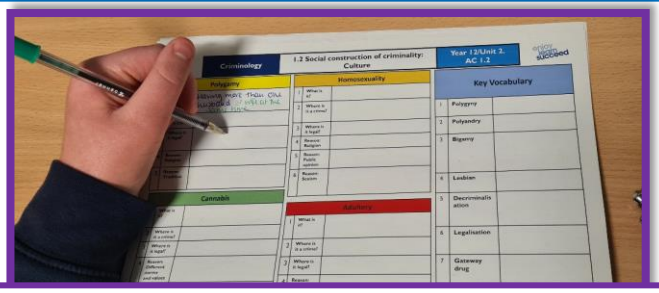


LOOK:
- Read through 3-5 items from you Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



COVER:
- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)

WRITE:
- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



CHECK:
- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

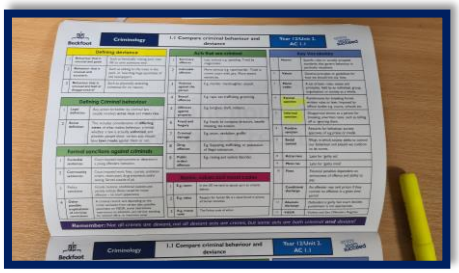
Independent Learning: How to 2 – Link It

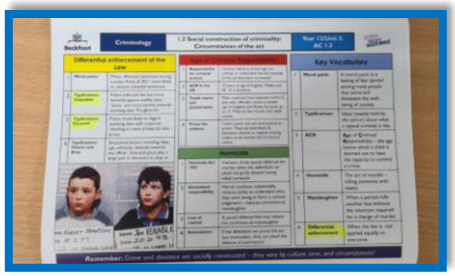
- **Choose 3-6 items from your knowledge organiser**
- **Write 3 sentences to show how these things link together**
- **You could:**

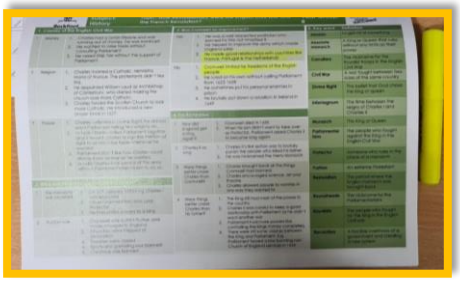
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

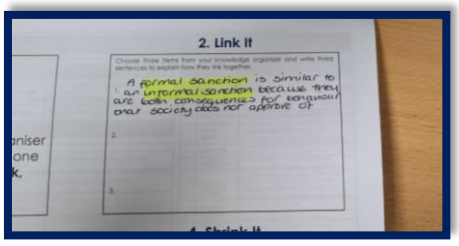
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

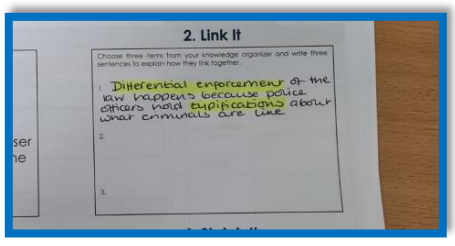
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…

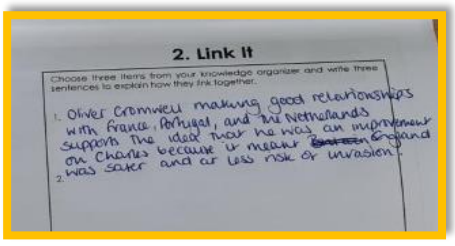






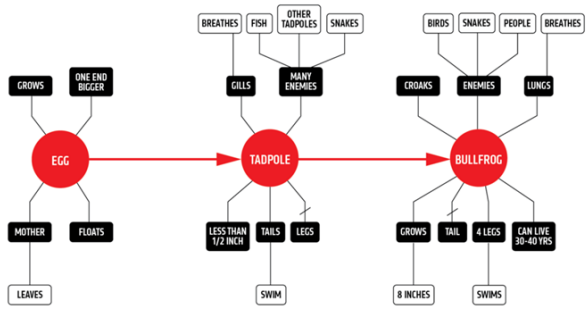




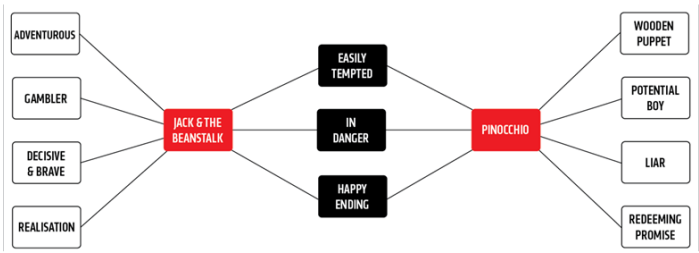


Independent Learning: How to – 3 Map It

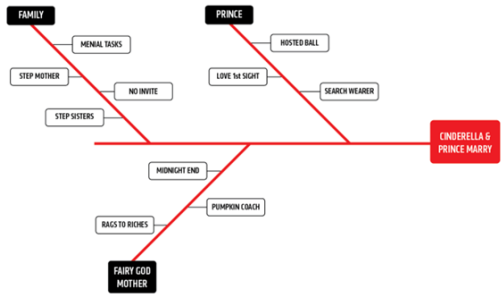
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

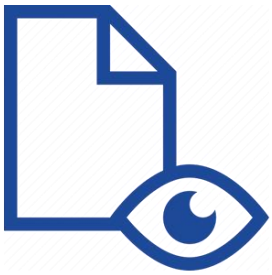


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk has in common wit 'Pinocchio'. The white boxes show what is different about the two stories.



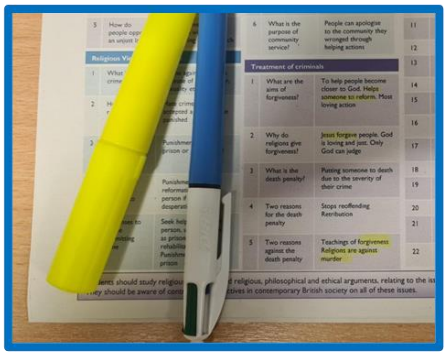
Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

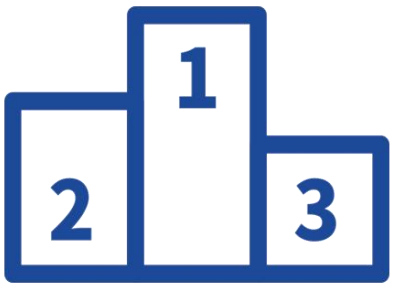
Independent Learning: How to 4 – Shrink It



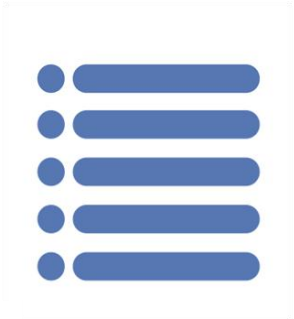
1. Skim over the Knowledge Organiser and look for the key information

2. Highlight (or underline) the things you think are most important

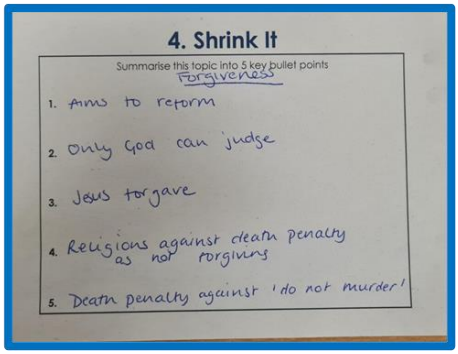




3. Rank your chosen points in order of importance



4. Bullet Point your 5 most important points using as few words as possible



Subject: Maths	Term: Half Term 1- June Part 1	Year Group: 10F

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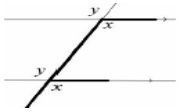
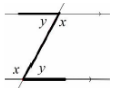
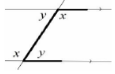
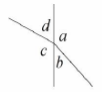
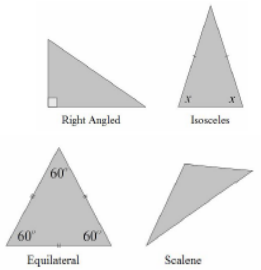
Geometry and Measure – Angles

1	Acute Angle 	**Acute angles** are less than 90°.
2	Obtuse Angle 	**Obtuse angles** are greater than 90° but less than 180°.
3	Reflex Angle 	**Reflex angles** are greater than 180° but less than 360°.
4	Right Angle 	**Right angles** are exactly 90°.
5	Corresponding Angles 	**Corresponding angles are equal**. They look like F angles, but never say this in the exam.
6	Alternate Angles 	**Alternate angles are equal**. They look like Z angles, but never say this in the exam.
7	Co-Interior Angles (Also called supplementary) 	**Co - Interior angles add up to 180°**.
8	Angles at a Point  $a+b+c+d=360°$	**Angles around a point add up to 360°**.
9	Angles on a straight line  $x+y=180°$	**Angles around a point on a straight line add up to 180°**.
10	**Right Angle** Triangles have a **90°** angle in. **Isosceles** Triangles have **2 equal sides** and **2 equal base angles**. **Equilateral** Triangles have **3 equal sides** and **3 equal angles (60°)**. **Scalene** Triangles have **different sides** and **different angles**.	

Key Vocabulary

1	Integer	A **whole number** that can be positive, negative or zero.
2	Fraction	A number that represents a part of a whole. It consists of a numerator and a denominator. The numerator represents the number of equal parts of a whole, while the denominator is the total number of parts that make up said whole.
3	Reciprocal	To get the reciprocal of a number, we divide 1 by the number. Eg. the reciprocal of 2 is ½
4	Mixed Number	A number formed of both an **integer part** and a **fraction part**. $3\frac{2}{5}$ is an example of a mixed number.
5	Equivalent Fractions	Fractions which represent the **same value**. $\frac{2}{5}=\frac{4}{10}=\frac{20}{50}=\frac{60}{150}$ $etc.$
6	Parallel Lines	Two or more lines which are equal distance apart (Think train tracks)
7	Perpendicular	Lines which cross at a 90 degree angle.

Subject: Maths	Term: Half Term 1- June Part 1	Year Group: 10F

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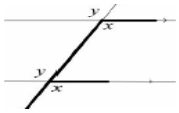
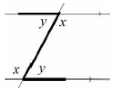
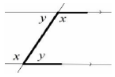
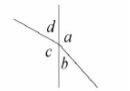
Geometry and Measure – Angles

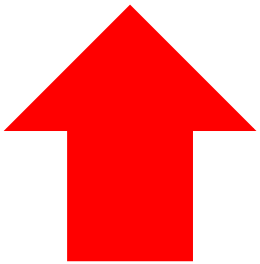
1	Acute Angle 	
2	Obtuse Angle 	
3	Reflex Angle 	
4	Right Angle 	
5	Corresponding Angles 	
6	Alternate Angles 	
7	Co-Interior Angles (Also called supplementary) 	

8	Angles at a Point  $a+b+c+d=360°$	
9	Angles on a straight line  $x+y=180°$	
10	**Right Angle** Triangles have a **90°** angle in. **Isosceles** Triangles have **2 equal sides** and **2 equal base angles**. **Equilateral** Triangles have **3 equal sides** and **3 equal angles (60°)**. **Scalene** Triangles have **different sides** and **different angles**.	

Key Vocabulary

1	Integer	
2	Fraction	
3	Reciprocal	
4	Mixed Number	
5	Equivalent Fractions	
6	Parallel Lines	
7	Perpendicular	

1. Quiz It



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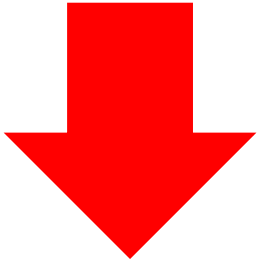

4. Shrink It

Summarise this topic into 5 key bullet points

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3. Map it

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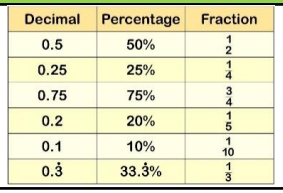
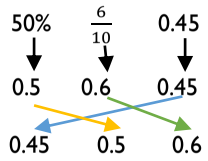
Subject: Maths	Term: Half Term 1- June Part 2	Year Group: 10F

Number - Rounding

1	Multiplying Decimals	0.4×0.8 $\times 10 \quad \times 10$ $4 \times 8 = 32$ $32 \div 100 = 0.32$
2	Dividing Decimals	$14 \div 0.5$ $\times 10 \quad \times 10$ $140 \div 5 = 28$
3	Round to a given number of decimal places	Round 5.68 to 1dp = 5.7
4	Round to any significant figure	Round 346 to 1sf = 300
5	Estimate answers to calculations involving decimals	$\frac{7.19 \times 19.7}{0.46}$ $= \frac{7 \times 20}{0.5}$ $= 280$

Number – FDP Equivalence

1	Equivalent fractions, decimals and percentages.	
2	Ordering FDP • Convert them all into the same form and then compare	

Number – Fractions and Decimals

1	Multiplying Fractions	**Multiply** the **numerators** together and **multiply** the **denominators** together.
2	Dividing Fractions	**'Keep it, Flip it, Change it – KFC'**
3	Adding or Subtracting Fractions	Find the **LCM of the denominators** to find a common denominator. Use equivalent fractions to change each fraction to the **common denominator**. Then just **add or subtract the numerators** and keep the **denominator the same**.
4	Finding the reciprocal	Make the numerator the Denominator and the denominator the numerator. $\frac{1}{2}$ *becomes* $\frac{2}{1}$

Key Vocabulary

1	Integer	A **whole number** that can be positive, negative or zero.
2	Fraction	A number that represents a part of a whole. It consists of a numerator and a denominator. The numerator represents the number of equal parts of a whole, while the denominator is the total number of parts that make up said whole.
3	Reciprocal	To get the reciprocal of a number, we divide 1 by the number. Eg. the reciprocal of 2 is ½
4	Mixed Number	A number formed of both an **integer part** and a **fraction part**. $3\frac{2}{5}$ is an example of a mixed number.
5	Equivalent Fractions	Fractions which represent the **same value**. $\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150}$ *etc.*
6	Parallel Lines	Two or more lines which are equal distance apart (Think train tracks)
7	Perpendicular	Lines which cross at a 90 degree angle.

Subject: Maths	Term: Half Term 1- June Part 2	Year Group: 10F

Number - Rounding

1	Multiplying Decimals	
2	Dividing Decimals	
3	Round to a given number of decimal places	
4	Round to any significant figure	
5	Estimate answers to calculations involving decimals	

Number – FDP Equivalence

1	Equivalent fractions, decimals and percentages.	
2	Ordering FDP • Convert them all into the same form and then compare	

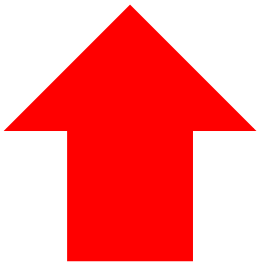
Number – Fractions and Decimals

1	Multiplying Fractions	
2	Dividing Fractions	
3	Adding or Subtracting Fractions	
4	Finding the reciprocal	

Key Vocabulary

1	Integer	
2	Fraction	
3	Reciprocal	
4	Mixed Number	
5	Equivalent Fractions	
6	Parallel Lines	
7	Perpendicular	

1. Quiz It



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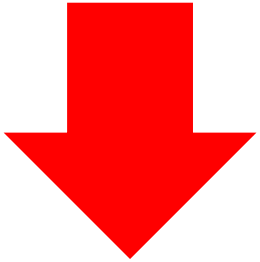

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Subject: Maths	Term: Half Term 1 - June	Year Group: 10H

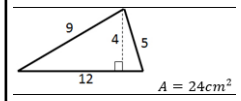
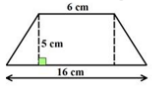
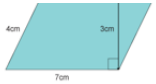
Number – Fractions and Decimals

1	Recurring Decimal	A decimal number that has **digits that repeat forever**. The part that repeats is usually shown by placing a dot above the digit that repeats, or dots over the first and last digit of the repeating pattern. Eg. $\frac{1}{3} = 0.333\ldots = 0.\dot{3}$

Algebra – Working with Symbols

1	Bracket Expansion	To expand a bracket, **multiply** each term **in the bracket** by the expression **outside** the bracket. $3(m+7) = 3x + 21$
2	Factorise	The **reverse** of **expanding**. Factorising is writing an expression as a product of terms by **'taking out' a common factor**. $6x - 15 = 3(2x - 5)$, where 3 is the common factor.
3	Difference of 2 Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a+b)(a-b)$

Geometry and Measure – Circles and Area

4	Area of Triangle **Base x Height ÷ 2**	 $A = 24cm^2$
5	Area of Trapezium $\frac{(a+b)}{2} \times h$	Top add the Bottom x half the height  $A = 55cm^2$
6	Area of a parallelogram **Base x Perpendicular Height**	 $A = 21cm^2$

Key Vocabulary

1	Chord	A line which touches the circumference at each end
2	Arc	A section from the circumference of a circle
3	Segment	The region of a circle bounded by a chord and the arc subtended by the chord
4	Sector	The region of a circle bounded by two radii and an arc
5	Tangent	A line outside a circle which only touches the circumference at one point

Key Vocabulary

1	Integer	A **whole number** that can be positive, negative or zero.
2	Fraction	A number that represents a part of a whole. It consists of a numerator and a denominator. The numerator represents the number of equal parts of a whole, while the denominator is the total number of parts that make up said whole.
3	Reciprocal	To get the reciprocal of a number, we divide 1 by the number. Eg. the reciprocal of 2 is ½
4	Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something with no equals sign.
5	Perimeter	Distance around the outside of a shape.
6	Compound Area	An area made up of more than one shape.

7	Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.
8	Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'

Subject: Maths	Term: Half Term 1 - June	Year Group: 10H

Number – Fractions and Decimals

1	Recurring Decimal	

Algebra – Working with Symbols

1	Bracket Expansion	
2	Factorise	
3	Difference of 2 Squares	

Geometry and Measure – Circles and Area

4	Area of Triangle **Base x Height ÷ 2**	
5	Area of Trapezium $\frac{(a+b)}{2} \times h$	
6	Area of a parallelogram **Base x Perpendicular Height**	

Key Vocabulary

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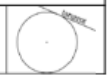
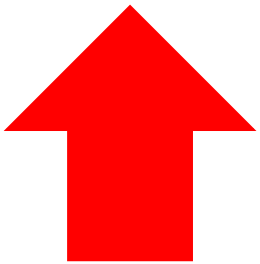
2	Arc		
3	Segment		
4	Sector		
5	Tangent		

Key Vocabulary

1	Integer	
2	Fraction	
3	Reciprocal	
4	Expression	
5	Perimeter	
6	Compound Area	

7	Area of a Circle	
8	Circumference of a Circle	

1. Quiz It



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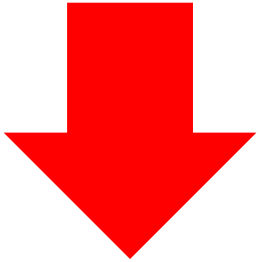

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English Literature	Romeo and Juliet	Year Group: 10 & 11

Plot Summary

1	**Prologue**	Sets up main themes of the play. Provides an overview of the action.
2	**Act 1**	Montagues and Capulets brawl. Romeo depressed about Rosaline. Paris wants to marry Capulet's young daughter Juliet. Juliet's mother and Nurse encourage Juliet to marry Paris. Romeo attends Capulet party, sees Juliet and falls in love.
3	**Act 2**	Balcony Scene – R&J decide to get married. Romeo asks Friar Lawrence to conduct ceremony. Friar Lawrence hopes marriage will end feud. Nurse visits Romeo to check his commitment. Friar Lawrence marries R&J.
4	**Act 3**	Romeo refuses to fight Tybalt. Mercutio killed by Tybalt and Tybalt by Romeo. Romeo is banished. Juliet told she is to be married to Paris. Capulet flies into a rage after Juliet refuses.
5	**Act 4**	Juliet asks Friar Lawrence for help. Friar Lawrence supplies a potion and a plan. Juliet agrees to marry Paris. Wedding plans are underway but Juliet found 'dead' by the Nurse.
6	**Act 5**	Romeo thinks Juliet is dead. He returns to Verona with a poison. Friar Lawrence discovers Romeo did not get his letter. Romeo kills Paris at Juliet's tomb, takes poison and dies. Juliet wakes and finds Romeo, stabs herself. The feud is over.

Characters

1	**Romeo Montague**	Initially a typical Petrarchan lover, his love for Juliet is incredibly romantic, impulsive and passionate.	6	**Lady Capulet**	Juliet's mother. Cold and distant for most of the play, she expects Juliet to follow in her own footsteps.
2	**Juliet Capulet**	Young and innocent, not yet 14.Her love for Romeo matures her and makes her bolder in her defiance.	7	**Nurse**	Juliet's nursemaid, they have a close relationship. She acts as confidante and messenger for Romeo and Juliet.
3	**Lord Capulet**	Juliet's father. Shows concern for Juliet's welfare, but can be aggressive and tyrannical when disobeyed.	8	**Tybalt**	Juliet's ruthless, hot-tempered and vengeful cousin. Has a deep, violent hatred of the Montagues.
4	**Mercutio**	A relative of the Prince and a high-ranking man. Mixes well with both families and is Romeo's loyal best friend.	9	**Benvolio**	Cares about his cousin Romeo and tries to keep peace between the families.
5	**Paris**	A rich and highly-regarded young man, kinsman to the Prince, who is determined to marry Juliet.	10	**Friar Lawrence**	A caring, trusted, kind man of the Church who is optimistic about the possibility of peace.

Themes

1	**Love**	Romantic, sexual, superficial and platonic forms of love are present in the play.
2	**Death**	The certainty, fear, acceptance and welcoming of death is portrayed in the play.
3	**Fate versus Free Will**	This is the idea of an inevitable destiny that cannot be escaped.
4	**Honour and loyalty**	The importance of family & friendship.
5	**Masculinity and femininity**	The play explores traditional views of masculinity and the role of women: Juliet chooses to control her own destiny.

Context

1	**Queen Elizabeth**	Reigned from 1558-1603. Her reign saw England prosper and become a major player in Europe. She chose not to marry, defying the expectations of a patriarchal society.
2	**Astrology**	In both 14th-century Italy and Elizabethan England stars linked to fate and fortune, were believed to predict and influence the course of human events.
3	**The role of women**	Society was **'patriarchal'** (led by men). Women were said to be lower than men in The Great Chain of Being. Women were expected to marry, to bear children and be subservient to men.

Key Vocabulary

1	**Foreshadowing**	R&J's deaths are hinted at throughout the play, creating suspense for the audience.
2	**Hamartia**	Both protagonists can be considered to be tragic heroes: high status, sympathetic characters whose fatal flaws (their impulsiveness) contribute to their inevitable deaths
4	**Sonnet**	A poem of 14 lines with a strict rhyme scheme, usually associated with love and romance. R&J speak in a shared sonnet when they first meet.
5	**Dramatic Irony**	Some things are revealed to the audience before the characters, increasing tension.
6	**Juxtaposition**	Opposites that are placed next to each other. Each idea is being emphasised.
7	**Motif**	Image, sound, action or other figure that has symbolic significance. Some motifs in R&J include light + dark and poison.

Beckfoot	English Literature	Romeo and Juliet	Year Group: 10 & 11	enjoy learn succeed

Plot Summary

1	Prologue	
2	Act 1	
3	Act 2	
4	Act 3	
5	Act 4	
6	Act 5	

Characters

1	Romeo Montague		6	Lady Capulet	
2	Juliet Capulet		7	Nurse	
3	Lord Capulet		8	Tybalt	
4	Mercutio		9	Benvolio	
5	Paris		10	Friar Lawrence	

Themes

1	Love	
2	Death	
3	Fate versus Free Will	
4	Honour and loyalty	
5	Masculinity and femininity	.

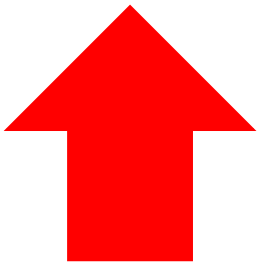
Context

1	Queen Elizabeth	
2	Astrology	
3	The role of women	

Key Vocabulary

1	Foreshadowing	
2	Hamartia	
4	Sonnet	
5	Dramatic Irony	
6	Juxtaposition	
7	Motif	

1. Quiz It



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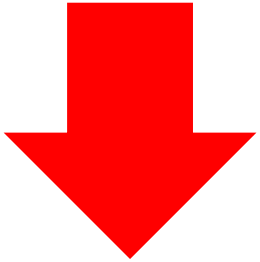

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Beckfoot

Chemistry | Chemical Changes | Year 9

enjoy learn succeed

General reactions

1	**Metal + oxygen**	Metal oxide
2	**Metal + water**	Metal hydroxide + hydrogen
3	**Metal + acid**	Salt + hydrogen
4	**Acid + base/alkali**	Salt + water
5	**Acid + metal carbonate**	Salt + water + carbon dioxide

Reactivity series

Metal	Extraction method
Potassium	Electrolysis – electricity used to split the metal from its compound E.g. $2MgO \rightarrow 2Mg + O_2$
Sodium	
Lithium	
Calcium	
Magnesium	
Carbon	Non-metal
Zinc	Reduction with carbon: carbon removes the metal from the metal oxide E.g. $2CuO + C \rightarrow 2Cu + CO_2$
Iron	
Copper	
Gold	Does not form compounds, found in native state

Oxidation and reduction (HT only)

1	**OILRIG**	**O**xidation **I**s **L**oss, **R**eduction **I**s **G**ain (of electrons)
2	**Oxidation**	Happens when an atom loses electrons e.g. $Mg \rightarrow Mg^{2+} + 2e^-$
3	**Reduction**	Happens when an atom gains electrons e.g. $Cu^{2+} + 2e^- \rightarrow Cu$

Acids and their salts

Acid	Formula	Salt	Formula
Hydrochloric acid	HCl	Chloride	Cl^-
Nitric acid	HNO_3	Nitrate	NO_3^-
Sulfuric acid	H_2SO_4	Sulfate	SO_4^{2-}

Other useful ions

Hydroxide	OH^-
Hydrogen ion	H^+
Ammonium	NH_4^+
Carbonate	CO_3^{2-}

Required Practical Making a soluble salt

1	Measure out a volume of dilute sulphuric acid using a measuring cylinder
2	Warm dilute acid in a beaker with a Bunsen burner
3	Add metal oxide one spatula at a time until it in excess (when you can see unreacted metal oxide)
4	Filter the mixture using a funnel and filter paper
5	Pour the filtrate into an evaporating basin
6	Warm on a water bath until crystals form

Key Vocabulary

1	**Oxidation**	Gain of oxygen or loss of electrons
2	**Reduction**	Loss of oxygen or gain of electrons
3	**Displacement reaction**	A reaction where a more reactive metal displaces a less reactive metal from a compound
4	**Base**	A metal oxide or hydroxide
5	**Alkali**	A soluble base

Beckfoot

Chemistry	Chemical Changes	Year 9

enjoy learn succeed

General reactions

1		
2		
3		
4		
5		

Oxidation and reduction (HT only)

1		
2		
3		

Required Practical Making a soluble salt

1	
2	
3	
4	
5	
6	

Reactivity series

Metal	Extraction method
Potassium	
Sodium	
Lithium	
Calcium	
Magnesium	
Carbon	Non-metal
Zinc	
Iron	
Copper	
Gold	

Acids and their salts

Acid	Formula	Salt	Formula
Hydrochloric acid			
Nitric acid			
Sulfuric acid			

Other useful ions

Hydroxide	
Hydrogen ion	
Ammonium	
Carbonate	

Key Vocabulary

1	Oxidation	
2	Reduction	
3	Displacement reaction	
4	Base	
5	Alkali	

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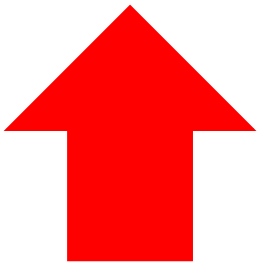

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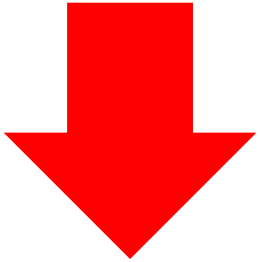

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Beckfoot

Chemistry | Chemical Changes | Year 10

enjoy learn succeed

pH

1	**Acids**	Contain aqueous H^+ ions; pH < 7
2	**Alkalis**	Contain aqueous OH^- ions; pH > 7
3	**Neutral**	A solution with a pH of 7, has equal concentration of H^+ and OH^- ions
4	**Neutralisation**	$H^+ (aq) + OH^- (aq) \rightarrow H_2O (l)$
5	**How to measure pH**	Universal Indicator with colour chart or pH probe

Strong and weak acids (HT only)

1	**Concentration**	Measure of the amount of substance per litre (dm^3) of solution
2	**Concentrated**	Solution with a high amount of substance per dm^3
3	**Dilute**	Solution with a low amount of substance per dm^3
4	**Strong acid**	An acid that completely ionises in aqueous solution
5	**Weak acid**	An acid that only partially ionises in aqueous solution
6	**pH scale**	As the pH decreases by one unit, the H^+ concentration increases by a factor of 10.

Required practical – Titration (Chemistry only)

1	Fill burette with solution of known concentration
2	Measure out 25.0cm^3 of solution with unknown concentration with a pipette
3	Add unknown solution into a conical flask and place on a white tile
4	Add an indicator (usually phenolphthalein which is pink in alkali and colourless in acid/neutral)
5	Add known solution slowly to the unknown solution
6	Swirl regularly and add dropwise close to the endpoint

Electrolysis

	Formed at positive electrode	**Formed at negative electrode**
Molten compound	**Non-metal**	**Metal**
Aqueous compound	**Halogen** (if electrolyte contains halide) or **oxygen** (if electrolyte contains sulfate)	**Hydrogen**

Half-equations (HT only)

Formation of metal	**e.g. $Cu^{2+} + 2e^- \rightarrow Cu$**
Formation of halogen	**e.g. $2Cl^- \rightarrow Cl_2 + 2e^-$**
Formation of hydrogen	**$2H^+ + 2e^- \rightarrow H_2$**
Formation of oxygen	**$4OH^- \rightarrow O_2 + 2H_2O + 4e^-$**

Key Vocabulary

1	**Electrolysis**	Process where electric current is passed through an electrolyte to separate ions
2	**Anode**	Positive electrode
3	**Cathode**	Negative electrode
4	**Anion**	Negative ion (e.g. non-metal ions)
5	**Cation**	Positive ion (e.g. metal ions)
6	**Electrolyte**	Molten or aqueous ionic compound.
7	**Cryolite**	Substance added to aluminium oxide to lower melting point

Beckfoot

Chemistry	Chemical Changes	Year 10

enjoy learn succeed

pH

1	Acids	
2	Alkalis	
3	Neutral	
4	Neutralisation	
5	How to measure pH	

Strong and weak acids (HT only)

1	Concentration	
2	Concentrated	
3	Dilute	
4	Strong acid	
5	Weak acid	
6	pH scale	

Required practical – Titration (Chemistry only)

1	
2	
3	
4	
5	
6	

Electrolysis

	Formed at positive electrode	Formed at negative electrode
Molten compound		
Aqueous compound		

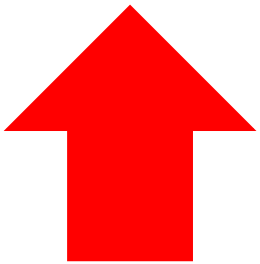
Half-equations (HT only)

Formation of metal	
Formation of halogen	
Formation of hydrogen	
Formation of oxygen	

Key Vocabulary

1	Electrolysis	
2	Anode	
3	Cathode	
4	Anion	
5	Cation	
6	Electrolyte	
7	Cryolite	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

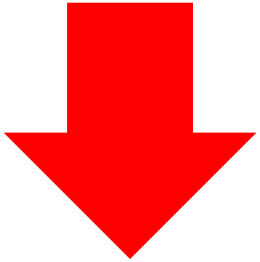
1.

2.

3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

Subject: Science (Physics)	Topic: Energy	Year Group: 10

enjoy learn succeed

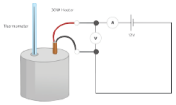
Energy equations

1	$E_k = ½ mv^2$	Kinetic energy = ½ x mass x speed^2
2	$E_p = mgh$	Gravitational potential energy = mass x gravitational field strength x height
3	$Ee = ½ ke^2$	Elastic potential energy = ½ x spring constant x extension^2
4	P = E/t	Power = energy ÷ time
5	P = W/t	Power = work done ÷ time
6	Efficiency = useful energy output ÷ total energy input	
7	$\Delta E = mc\Delta\theta$	Energy change = mass x specific heat capacity x change in temperature

Required Practical 1 – SHC

Independent variable – material tested
Dependent variable – SHC
Control variables – starting temperature, time taken and insulation.

Linking decrease in one energy store to an increase in temperature and an increase in thermal energy.



Energy stores and systems

1	8 stores of energy	Kinetic (movement), internal (thermal), chemical (from chemical reactions), elastic potential (stretched/squashed objects), gravitational potential (raised objects), electrostatic (opposite charges), magnetic and nuclear (energy from an atom).
2	3 methods of energy transfer	Mechanically – when work is done (force is used). Electrically – when moving charges are involved. Heating – energy is transferred from a hotter object to a cooler object.
3	Friction and lubrication	When solid objects move over a surface friction is created which leads to the transfer of thermal energy. Lubrication can be used to reduce friction and therefore heat loss.
4	Methods of	Thick walls, loft insulation (reduces convection) cavity walls (reduced

Energy resources

1	3 types of non-renewable energy	Coal, oil and natural gas and all will run out, but give out the most energy.
2	7 types of renewable energy	Solar (from sunlight), Geothermal (heat from earth), Wind (turbines), Hydroelectric (water in dams), Wave, Tidal (river barrages) and Biofuels (burning organic matter).
3	Key advantages	Renewable - (will not run out), less pollution produced. Non-renewable – meet higher energy demands
4	Key disadvantages	Renewable – Impact on environment to build plants, not very reliable, (can't always meet demands) costly so although less pollution not everyone willing to pay higher bills. Non-renewable – greenhouse gas emissions of carbon dioxide (cause global warming) and sulphur dioxide (acid rain).

Key Vocabulary

1	Conservation of energy	Energy can never be created or destroyed just transferred from one store to another.
2	Dissipated	A term used to describe ways in which energy is wasted.
3	System	An object or group of objects.
3	Power	The rate of transfer of energy OR the amount of work done in a given time.
4	Specific heat capacity (SHC)	The amount of energy required to raise the temperature of 1kg of a material by 1°C.
5	Conduction	How thermal (heat) energy is transferred in solids by particles colliding.
6	Convection	How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
7	Insulation	Methods to reduce heat loss from an object.
8	Efficiency	When energy is transferred, some is wasted. The less energy is wasted, the more efficient an object is.

Required practical 2 (PHYSICS ONLY) - investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material. The better the insulator, the longer it takes the temperature to cool down.

Beckfoot

Subject: Science (Physics)	Topic: Energy	Year Group: 10

enjoy learn succeed

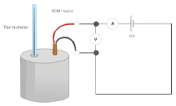
Energy equations

1	E_k =	Kinetic energy =
2	E_p = mgh	
3		Elastic potential energy = ½ x spring constant x extension^2
4	P =	Power =
5	P =	Power =
6	Efficiency =	
7	ΔE =	Energy change =

Required Practical 1 – SHC

Independent variable –
Dependent variable –
Control variables –

Linking decrease in one energy store to an increase in temperature and an increase in thermal energy.



Energy stores and systems

1	8 stores of energy	
2	3 methods of energy transfer	
3	Friction and lubrication	
4	Methods of	

Energy resources

1		Coal, oil and natural gas and all will run out, but give out the most energy.
2	7 types of renewable energy	
3	Key advantages	Renewable - Non-renewable –
4	Key disadvantages	Renewable – Non-renewable –

Key Vocabulary

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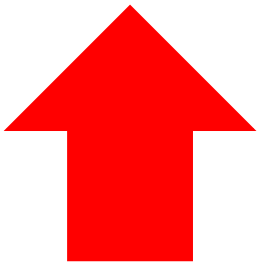

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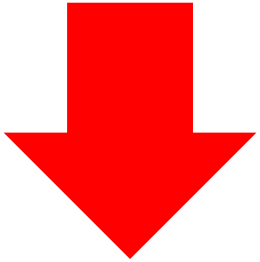

4. Shrink It

Summarise this topic into 5 key bullet points

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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1.Can you work out the word from its context? What does it seem like it means?

2. Does it look like any other words you know? Could it mean something similar?

3. If you can't figure it out for yourself, look the word up in a dictionary or online

Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?

2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast

2. Look carefully at punctuation, which is designed to help you take pauses in the right places

3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

Revise Like a Beckfooter

Summary: How to flash cards

1 Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2 Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3 Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4 Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5 Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: How to create a mind map

1 Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2 Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3 Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4 Use images & colour

Use images and colour to help topics stick into your memory.

5 Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Summary: Self Quizzing

1 Identify knowledge

Identify knowledge/content you wish to cover.

2 Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3 Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4 Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

5 Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: Brain dumps

1 Identify knowledge

Identify the knowledge/topic area you want to cover.

2 Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3 Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

4 Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

5 Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Revise Like a Beckfooter

Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.

1. Drawings

These boost learning by getting you to think deeply about information.

2. Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.

3. Posters

These are great for combining writing, pictures and diagrams all within one page of information.

4. Timelines

These can be used of information that happens in a particular order or sequence.

5. Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding

Cut - Reduce the amount of content, be selective and only use the most important information.

Chunk - Divide the content into groups of related information;

Align - Make sure that words and pictures are neatly ordered, making them easier to read;

Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

As well as knowing the most effective techniques for revision, it is really important that you consider the best times for you to revise each topic/subject. The two strategies below, (spacing and interleaving) will help you to put together a revision timetable that will help you to strengthen your memory and choose what you revise and when.

Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week. If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇨ B ⇨ C ⇨ D

B ⇨ D ⇨ A ⇨ C

1. Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2. Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams**.

3. Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.

2. Decide on the key topics you need to learn for each subject.

3. Create a revision timetable to organise your time and space your learning.

Additional Revision Strategies

Brain Dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.

Flash cards

Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.

Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and deicide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check you answers and identify the gaps in your knowledge, so you can target your revision.

Quizzes

Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.

Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.

Practice Introductions

For essay subjects, tale a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.

Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.

Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

Revision Timetable

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
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5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

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Subjects covered this half term

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Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?

What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now? Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future? Explain

Communication Pages

Date	To	From	Message	Please sign to acknowledge