

Beckfoot School

Knowledgeable And Expert Learners

Year

Half-Term

enjoy learn succeed

1

Contents

• Homework Instructions	1
• Independent Learning Instructions	3
• Maths knowledge organisers and Independent Learning	5
• English knowledge organisers and Independent Learning	17
• Science knowledge organisers and Independent Learning	21
• Read Like a Beckfooter	53
• Revise Like a Beckfooter	54
• Reflect Like a Beckfooter	64
• Communication Pages	65

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.

Access code *

Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

2. Click on the [Log in](#) button.

LOG IN

3. Enter your [date of birth](#) if prompted and click on the [OK](#) button.

Date of birth

Please enter your date of birth below.

Date of Birth

12/06/2009

OK

CANCEL

Homework

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

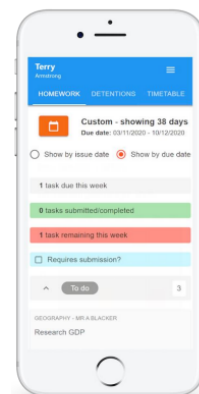
Selecting this tab will display a list of the [homework tasks](#) which you have been given.

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.

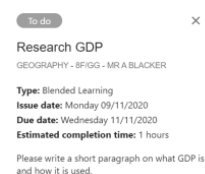
To mark a homework task as completed, view the homework task of your choice in more detail and tick the [Completed?](#) checkbox.



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 [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](#).

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ 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.

To do 3							
Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback
☒ Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
☒ Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
☒ Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

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.

To do

Completed

Submitted late

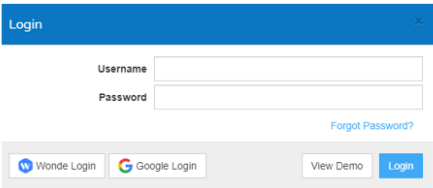
Not submitted

Submitted

Homework Instructions: Maths

MathsWatch HOW TO GUIDE

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



The login page for MathsWatch. It has a blue header with the MathsWatch logo and the text 'HOW TO GUIDE'. Below the header is a 'Login' button. Underneath is a form with 'Username' and 'Password' fields. To the right of the password field is a link that says 'Forgot Password?'. At the bottom of the form are two buttons: 'Wonde Login' and 'Google Login'. To the right of these buttons are 'View Demo' and 'Login' buttons.

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:



File	Type	Assigned By	Assigned	Due	Marks	%	Grade
Trigonometry	100	H. McLean	15/11/2021	18/11/2021 00:00	5/5	100%	

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: Science

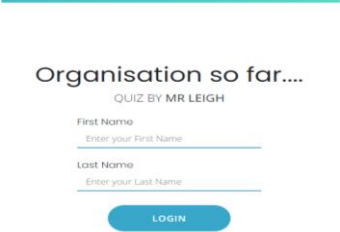
Science Home Learning Instructions

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

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

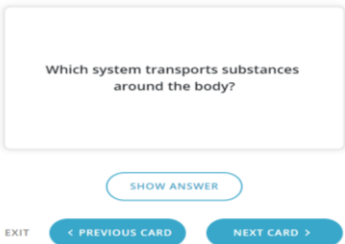


1. Log into Microsoft Teams using your school log in
2. Go to assignments and click on the Carousel Learning quiz set by your teacher
3. A window like the one below will pop up (if it doesn't, copy and paste the link into your internet browser)



A login form titled 'Organisation so far...'. It says 'QUIZ BY MR LEIGH'. There are two input fields: 'First Name' and 'Last Name'. Below the 'Last Name' field is a 'LOGIN' button.

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.



A quiz question: 'Which system transports substances around the body?'. Below the question is a 'SHOW ANSWER' button. At the bottom are three buttons: 'EXIT', '< PREVIOUS CARD', and 'NEXT CARD >'.

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

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.

How to access My Learning Resources

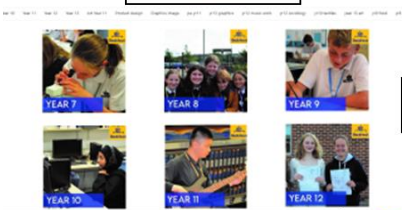
My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.



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



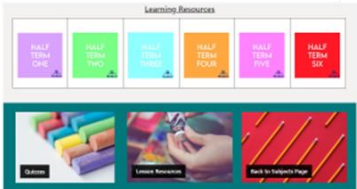
2. Select 'My Learning Resources'



3. Select your year group



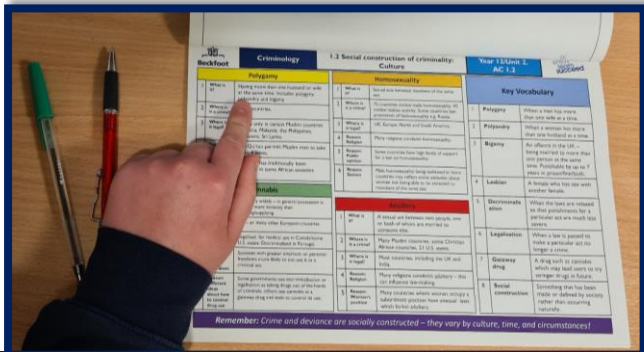
3. Select the subject you want to work on



3. Select the relevant half term.

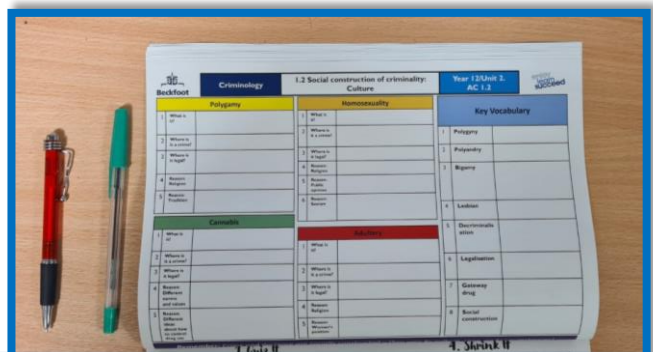
All the resources you need will be here

Independent Learning: How to 1 – Quiz It



LOOK:

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



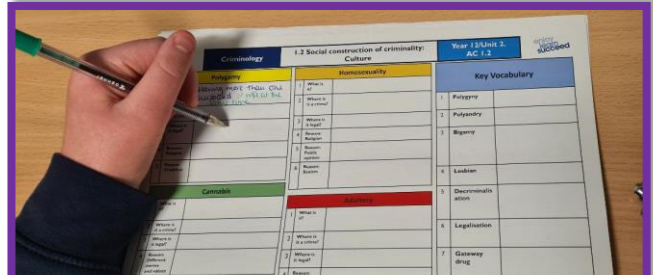
COVER:

- 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:

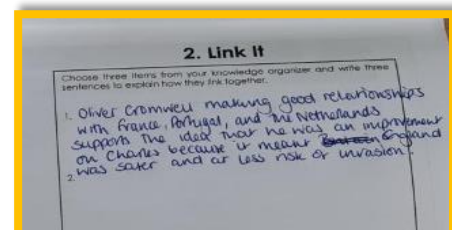
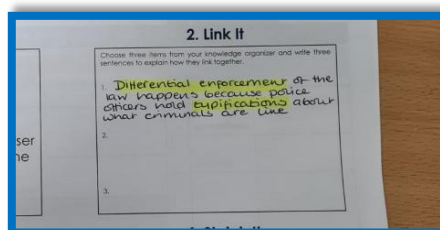
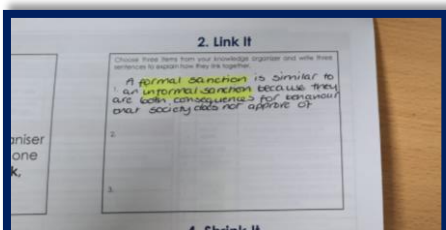
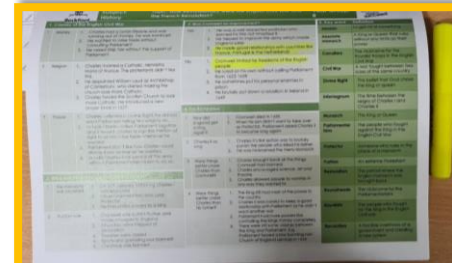
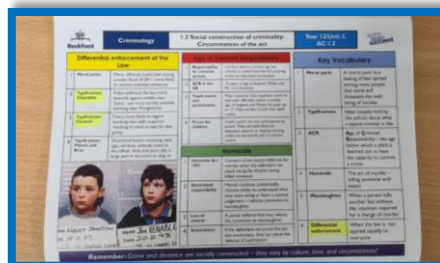
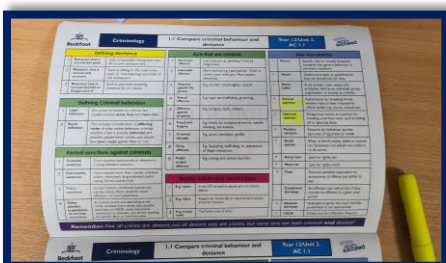
- x is similar to/different from y because...
- x is more/less ... than y because...

Cause and effect:

- x happens because of y...
- x and y work together to produce z...

Support/refute:

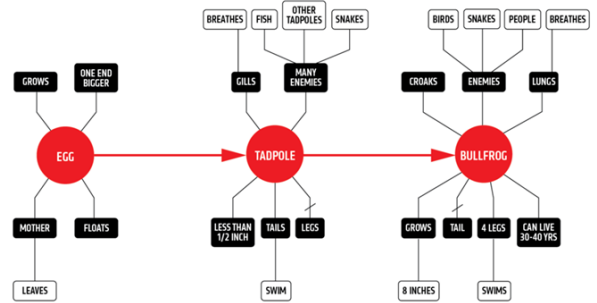
- x supports the ideas of y because...
- x refutes the ideas of y because...



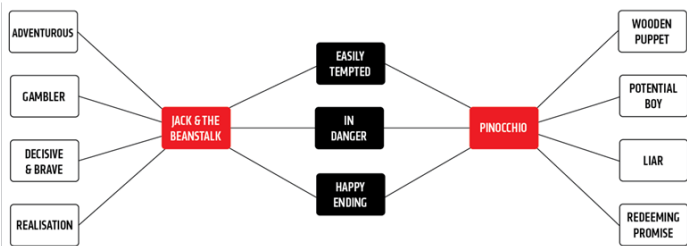
Independent Learning: How to – 3 Map It



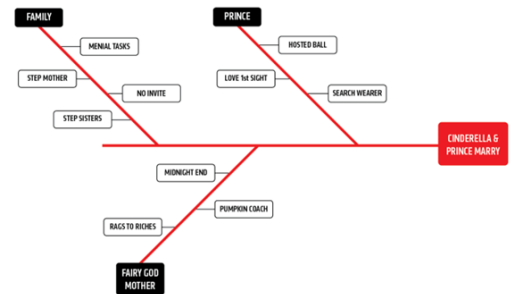
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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

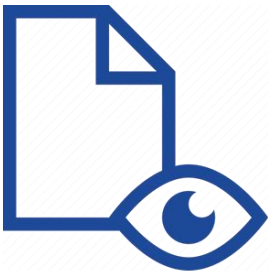


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.



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

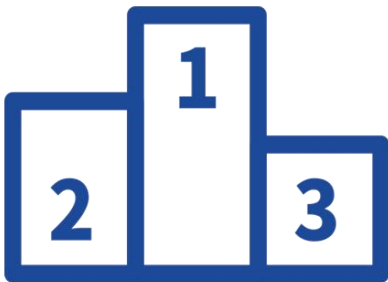
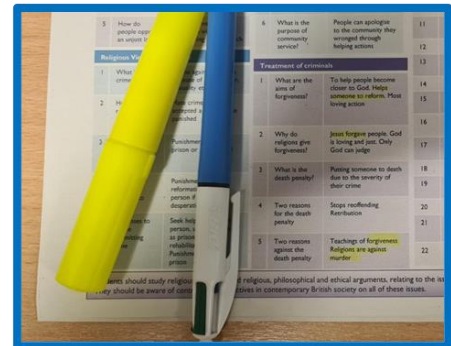
Independent Learning: How to – 4 – Shrink It



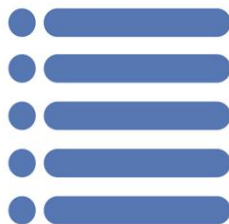
1. Skim over the Knowledge Organiser and look for the key information



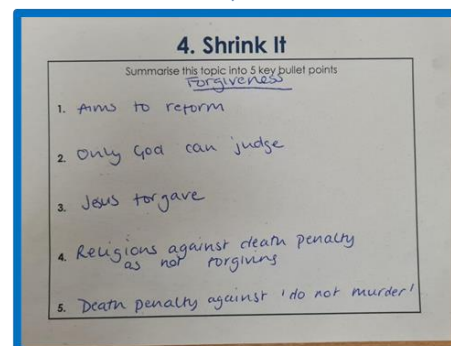
2. Highlight (or underline) the things you think are most important



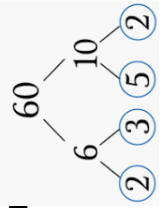
3. Rank your chosen points in order of importance

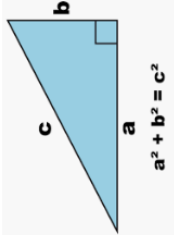
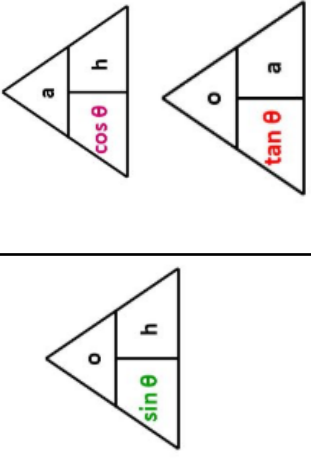


4. Bullet Point your 5 most important points using as few words as possible

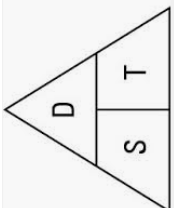
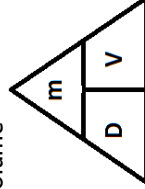
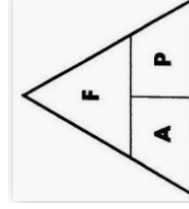


Subject: Maths	Term: Half term 1	Year Group: I I F
----------------	-------------------	-------------------

Number: Types of number	
1	Multiply and divide positive and negative numbers Remember the rules: $++ = +$ $-- = +$ $-+ = -$ $+- = -$
2	LCM – Lowest Common Multiple Lowest number that is in both timetables. 3: 3, 6, 9, 12 4: 4, 8, 12, 16
3	HCF – Highest Common Factor Highest factor that is in both numbers 18: 1, 2, 3, 6, 9, 18 24: 1, 2, 3, 4, 6, 8, 12, 24
4	Product of primes  $2^2 \times 3 \times 5$

Algebra: Sequences	
1	Term to term rule How do you get from one term to the other
2	Nth term Difference $\times n + \text{zero term}$
Geometry: Trigonometry and Pythagoras	
1	Pythagoras' Theorem  $a^2 + b^2 = c^2$
2	SOHCAHTOA (cover up the one you need) 

Key Vocabulary		
1	Integer	Whole number that can be positive, negative or zero.
2	Factor	A number that goes into another number with no remainders
3	Product	Another word for multiply
4	Geometric	Multiply by the same value to get the next term
5	Fibonacci	Add the previous 2 terms to get the next .
6	Hypotenuse	The longest side of a right-angled triangle, opposite the right angle
7	Term	Each number in a sequence. The 1 st number is the 1 st term.

Ratio and Proportion: Compound measure		
Speed, Distance, Time	Density, Mass, Volume	Pressure, Force, Area
		

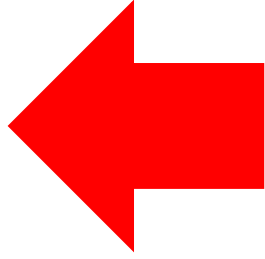
Number: Types of number	
1	Multiply and divide positive and negative numbers
2	LCM – Lowest Common Multiple
3	HCF – Highest Common Factor
4	Product of primes

Algebra: Sequences		
1	Term to term rule	
2	Nth term	
Geometry: Trigonometry and Pythagoras		
1	Pythagoras' Theorem	
2	SOHCAHTOA (cover up the one you need)	

Key Vocabulary		
1	Integer	
2	Factor	
3	Product	
4	Geometric	
5	Fibonacci	
6	Hypotenuse	
7	Term	

Ratio and Proportion: Compound measure		

1. Quiz It



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

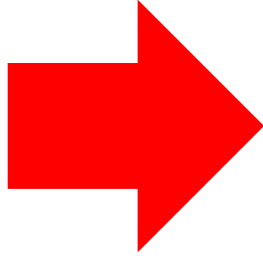
2. Link It

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.
- 3.
- 4.
- 5.

3. Map it

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

Statistics Statistical Measures

1	Mean for grouped data AKA 'estimated mean'.	Because data is grouped we find a mid-point which we then treat as our data. <table border="1"> <thead> <tr> <th>length, L, cm</th><th>Frequency</th><th>Midpoint</th></tr> </thead> <tbody> <tr> <td>0 < L ≤ 10</td><td>21</td><td>5</td></tr> <tr> <td>10 < L ≤ 20</td><td>11</td><td>15</td></tr> <tr> <td>20 < L ≤ 30</td><td>31</td><td>25</td></tr> <tr> <td>30 < L ≤ 40</td><td>12</td><td>35</td></tr> <tr> <td>40 < L ≤ 50</td><td>25</td><td>45</td></tr> </tbody> </table> Calculate an estimate of the mean length of the fish. $\frac{2590}{100} = 25.9 \text{ cm}$	length, L, cm	Frequency	Midpoint	0 < L ≤ 10	21	5	10 < L ≤ 20	11	15	20 < L ≤ 30	31	25	30 < L ≤ 40	12	35	40 < L ≤ 50	25	45
length, L, cm	Frequency	Midpoint																		
0 < L ≤ 10	21	5																		
10 < L ≤ 20	11	15																		
20 < L ≤ 30	31	25																		
30 < L ≤ 40	12	35																		
40 < L ≤ 50	25	45																		
2	Median for grouped data	Frequency total ÷ 2 then count down the frequency total until we get to the number $\frac{100}{2} = 50 \text{ value}$ $30 + \frac{19}{31} \times 10$ 35.806 cm (3)																		
3	IQR : UQ – LQ (Interquartile range = upper quartile – lower quartile)	Upper Quartile (UQ) = 75% Lower Quartile (LQ) = 25% Eg. Find the IQR of 1, 2, 3, 4, 5, 6, 7 IQR = 6 – 2 = 4																		

Number Indices & Standard Form		
1	Negative powers (Indices)	$x^{-2} = \frac{1}{x^2}$ $x^{-3} = \frac{1}{x^3}$
2	Fractional powers (Indices)	$64^{\frac{2}{3}}$ $= \left((64)^{\frac{1}{3}} \right)^2$ $= \left(\sqrt[3]{64} \right)^2$ $= 4^2$ 16
3	Estimate powers & roots Estimate:	$25 < 28 < 36$ $\downarrow$ $\sqrt{25} < \sqrt{28} < \sqrt{36}$ $5 < \sqrt{28} < 6$ ✓

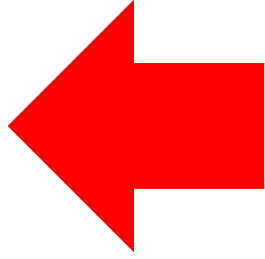
Number Indices & Standard Form		
4	Ordinary form to standard form	5800000 $= 5.8 \times 10^6$
5	Multiplying and dividing standard form	$(3 \times 10^5) \div (2 \times 10^3)$ 1.5×10^2 $(4.6 \times 10^8) \times (3.2 \times 10^3)$ $= (4.6 \times 3.2) \times (10^8 \times 10^3)$ $= 14.72 \times 10^{11}$ Our answer isn't in standard form $= 1.472 \times 10^{12}$
6	Product rule for counting Eg. Katie has 52 different playing cards. She gives one card to Grace, one to Bill and one to Jenny. In how many ways can she do this?	$52 \times 51 \times 50 = 132600$

Statistics Statistical Measures															
1	Mean for grouped data AKA 'estimated mean'.														
2	Median for grouped data <table border="1"> <thead> <tr> <th>Height (x cm)</th><th>Frequency</th></tr> </thead> <tbody> <tr> <td>0 < x ≤ 10</td><td>3</td></tr> <tr> <td>10 < x ≤ 20</td><td>7</td></tr> <tr> <td>20 < x ≤ 30</td><td>12</td></tr> <tr> <td>30 < x ≤ 40</td><td>31</td></tr> <tr> <td>40 < x ≤ 50</td><td>27</td></tr> <tr> <td>...</td><td>...</td></tr> </tbody> </table>	Height (x cm)	Frequency	0 < x ≤ 10	3	10 < x ≤ 20	7	20 < x ≤ 30	12	30 < x ≤ 40	31	40 < x ≤ 50	27	...	...
Height (x cm)	Frequency														
0 < x ≤ 10	3														
10 < x ≤ 20	7														
20 < x ≤ 30	12														
30 < x ≤ 40	31														
40 < x ≤ 50	27														
...	...														
3	IQR : UQ – LQ (Interquartile range = upper quartile – lower quartie)														

Number Indices & Standard Form	
1	Negative powers (Indices)
2	Fractional powers (Indices) $64^{\frac{2}{3}}$
3	Estimate powers & roots Estimate: $\sqrt{28}$

Number Indices & Standard Form	
4	Ordinary form to standard form
5	Multiplying and dividing standard form
6	Product rule for counting

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

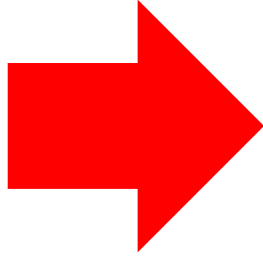
1.

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.

3.

4.

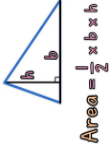
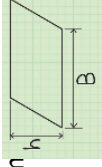
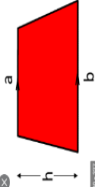
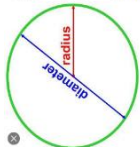
5.

3. Map it

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

Subject: Maths	Term: HT1 June Part 2	Year Group: 11 Higher
----------------	-----------------------	-----------------------

Geometry & Measure – Trigonometry I	
1	Find the missing angle
2	Find the missing side
3	Trig with bearings

Geometry & Measure - Area & Angles	
1	Corresponding angles are equal
2	Alternate angles are equal
3	Interior angles add to 180°
4	Bearings
5	Areas(& perimeter): Triangle  Parallelogram  Trapezium  Exterior / Interior angles of polygons: Sum of the interior angles = 180(n-2) Exterior angle of a regular polygon = 360/number of sides
6	Circle: area & circumference 
7	

4	Exact trig values	0°	30°	45°	60°	90°
	sin	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
	cos	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
	tan	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	—

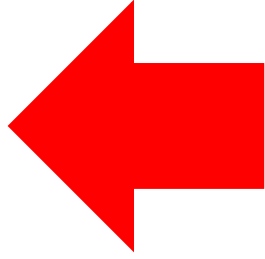
Key Vocabulary	
1	Mean, median, mode Forms of averages – finding a middle value in a set of data
2	Trigonometry I Finding missing angles/sides inside right angled triangles

Subject: Maths	Term: HT1 June Part 2	Year Group: 11 Higher
----------------	-----------------------	-----------------------

Geometry & Measure – Trigonometry I		Geometry & Measure - Area & Angles		5	Areas(& perimeter): Triangle	Trapezium
1	Find the missing angle		1 Corresponding angles are equal		Parallelogram	
			2 Alternate angles are equal			
			3 Interior angles add to 180°			
			4 Bearings			
2	Find the missing side				6 Exterior / Interior angles of polygons: Sum of the interior angles = $180(n-2)$ Exterior angle of a regular polygon = $360/\text{number of sides}$	
					7 Circle: area & circumference	
3	Trig with bearings					

Key Vocabulary	
1	Mean, median, mode
2	Trigonometry I

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

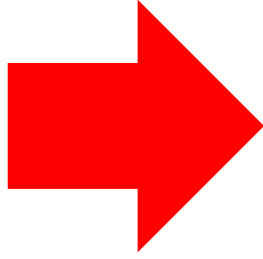
1.

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.

3.

4.

5.

3. Map it

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

Plot

1	Act 1	The Birlings are celebrating Sheila and Gerald's engagement, Birling makes a speech to the men, the Inspector arrives, Birling confesses he fired Eva, Sheila confesses that she was responsible for Eva's dismissal from Milwards.
2	Act 2	Gerald admits to 'rescuing' Eva and then leaves to clear his head, Mrs Birling admits to refusing Eva aid, Mrs Birling argues that the father should be brought to justice (Eric is the father), Eric enters the room.
3	Act 3	Eric admits to drinking and forceful sex with Eva, Eric admits he stole £50 from Birling, the Inspector delivers a polemic speech to the Birlings and exits. Gerald returns, Sheila and Eric feel guilty, Mr and Mrs Birling refuse to take responsibility, the Birlings and Gerald convince themselves the inspection was a hoax. The telephone rings, the Birlings are informed that a young girl has committed suicide and an inspector is on his way.

Context

1	Priestley	Fought in WWI. Socialist and member of the Labour Party. Concerned about social inequalities. Influential in developing the idea of the welfare state.
2	Historical	Set in 1912 at the end of the Edwardian era. Titanic sank in 1912. WWI: 1914-1918. WW2: 1939-45. First performed 1945 in Soviet Union. First performed 1946 in Britain.
3	Political	Liberal party in power in 1912. Labour party in power in 1945. Formation of the 'Welfare State' 1945-1951. In 1912 only men over 21 with property could vote. 1903-1914 saw the rise of the Suffragette movement. 1918 all men over 21 and women over 30 who met a property qualification could vote. 1928: All people over 21 could vote.
4	Social	1912: 10% of the population owned 90% of the wealth. No government assistance available. Charities were the only source of help for the poor.
5	Literary	Fits three possible genres: Morality play, Well-made-play, Crime thriller (see Bitesize)

Characters

1	Inspector	Authoritarian, omniscient, influential, socialist, moralist.
2	Mr Birling	Haughty, greedy, ignorant, obstinate, egotistical.
3	Mrs Birling	Conceited, prejudiced, callous, obstinate, arrogant.
4	Gerald	Charming, deceitful, manipulative, ingratiating, static.
5	Sheila	Envious, petulant, impressionable, repentant.
6	Eric	Reckless, dishonest, culpable, repentant.
7	Eva	Vulnerable, impoverished, exploited, symbolic, victim.

Themes

1		Social responsibility	"If I could help her now, I would." (Sheila) "We did her in all right" (Eric) "We are responsible for each other." Inspector Goole
2		Age	"The famous younger generation who know it all." (Birling) "Why, you hysterical young fool - get back - or I'll -" (Birling) "We often do on the young ones. They're more impressionable" (Inspector)
3		Class	"As if a girl of that sort would ever refuse money!" (Mrs B) "If you don't come down sharply on some of these people, they'd soon be asking for the earth." (Birling) "He's a notorious womaniser as well as being one of the worst sorts and rogues in Brumley." (Gerald)
4		Gender	"I hate those hard-eyed dough-faced women." (Gerald) "...not only something to make 'em look prettier - but - well, a sort of sign or token of their self-respect." (Birling) "And you think young women ought to be protected against unpleasant and disturbing things? (Inspector)"
5		Socialism	"The money's not the important thing." (Eric) "We are members of one body." (Inspector) "Why shouldn't they try for higher wages? We try for the highest possible prices." (Eric) Key images: Beehive, chain
6		Capitalism	"It's my duty to keep labour costs down." (Birling) "A man has to make his own way - has to look after himself" (Birling) "Probably a socialist or some sort of crank" (Birling) Key image: Titanic

Dramatic Devices

1	Dramatic Irony	The audience knows more than characters.
2	Sounds	Doorbell, telephone interrupt the Birlings comfort and complacency.
3	Lighting	"pink and intimate" to "brighter and harder" when the Inspector arrives. Interrogating morals, cutting through the lies and pretence.
4	Entrances/ Exits	Increase tension e.g. Eric walks in just as the audience realise that he is the father. Gerald's 'exit' in Act 2 prevents his remorse developing.
5	Props	Photograph: All Eva? Symbolic of the faceless poor that the wealthy pretend not to see. Sheila's ring as a symbolic of patriarchal control.
6	Stage directions	Indicate character attitudes, development, relationships setting and mood.

Key Vocabulary

1	Socialism (Political theory)	Collective ownership of resources.
2	Capitalism	Private ownership of resources.
3	Didactic	Direct moral instruction.
4	Polemic	Verbal or written attack.
5	Patriarchal	Society controlled by men.
6	Fourth wall	The space between the actors and the audience.
8	Morality	Principles of right and wrong.
9	Caricature	Exaggeration of characteristics usually to ridicule.

Plot	
1	Act 1
2	Act 2
3	Act 3

Context	
1	Priestley
2	Historical
3	Political
4	Social
5	Literary

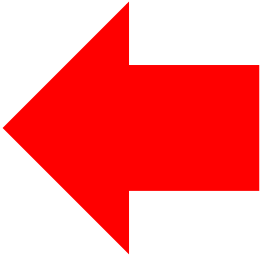
Characters	
1	Inspector
2	Mr Birling
3	Mrs Birling
4	Gerald
5	Sheila
6	Eric
7	Eva

Themes			
1		Social responsibility	
2		Age	
3		Class	
4		Gender	
5		Socialism	
6		Capitalism	

Dramatic Devices	
1	Dramatic Irony
2	Sounds
3	Lighting
4	Entrances/ Exits
5	Props
6	Stage directions

Key Vocabulary	
1	Socialism (Political theory)
2	Capitalist
3	Didactic
4	Polemical
5	Patriarchal
6	Fourth wall
8	Morality
9	Caricature

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

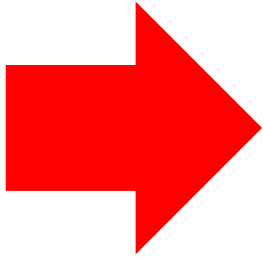
1.

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.

3.

4.

5.

3. Map it

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

Knowledge: Abiotic and Biotic Factors	
Abiotic: Non-living factors of an environment e.g. moisture, light, temperature , CO ₂ , wind, O ₂ or PH Biotic: Living factors of an environment e.g. predators, competition, pathogens	
Knowledge : Adaptations	
1	Structural adaptations are features of the organism's body e.g. colour for camouflage
2	Behavioural adaptations are how the organism behaves e.g. migration to a warmer climate
3	Functional Adaptations are the ways the physiological processes work in the organism e.g. lower metabolism during hibernation to preserve energy
Knowledge: Food Chains	
1	The source of all energy in a food chain is the sun's radiation. It is made useful by plants and algae
2	The living organisms use the energy to produce biomass and grow. When a living organism is consumed, some of the biomass and energy is transferred.

Key Vocabulary	
1	Biodiversity The variety of living organisms
2	Carrion Decaying flesh and tissue of dead animals
3	Community Made up of the populations of different species living in a habitat
4	Competition The negative interaction between two or more organisms which require the same limited resource
5	Consumers Feed on other organisms for their energy
6	Decomposers Organisms which feed on dead and decaying organisms
7	Deforestation The removal and destruction of trees

Key Vocabulary	
8	Ecosystem The interaction between the living organisms and the different factors of the environment
9	Global warming The increase of the average global temperature
10	Habitat Where a living organisms live
11	Interdependence The interaction between two or more organisms- where it is mutually beneficial
12	Population The number of individual organisms of a single species living in a habitat
13	Predators Organisms which kill for food
14	Prey The animals which are eaten by the predators

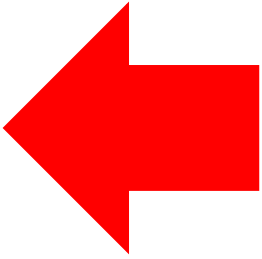
Knowledge:Abiotic and Biotic Factors	
Abiotic:	
Biotic:	
Knowledge : Adaptations	
1	
2	
3	

Knowledge: Food Chains	
1	
2	

Key Vocabulary	
1	Biodiversity
2	Carrion
3	Community
4	Competition
5	Consumers
6	Decomposers
7	Deforestation

Key Vocabulary	
8	Ecosystem
9	Global warming
10	Habitat
11	Interdependence
12	Population
13	Predators
14	Prey

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

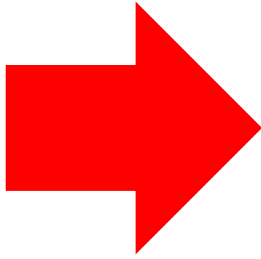
1.

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.

3.

4.

5.

3. Map it

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

Knowledge: Water Cycle

Convection is the movement caused within a fluid as the hotter, less dense material rises and colder dense material sinks

1 Evaporation occurs when heat energy is transferred to water particles as kinetic energy – particles turn from liquid to a gas

2 Condensation occurs when moving particles transfer kinetic energy to surroundings – gas turn into a liquid

3 Precipitation occurs when rain, snow, sleet, or hail falls to the ground

4 Transpiration is the process by which water is carried through plants from roots to the stoma on the underside of leaves and it evaporates to surroundings

Knowledge: Carbon Cycle

1 Carbon is continuously transferred to and from atmosphere

2 Carbon in the atmosphere combines with oxygen to make CO₂

3 Processes involved in the carbon cycle are photosynthesis, respiration, dissolving, combustion and decomposition

Knowledge: Field Technique (RP)

The distribution of an organism is affected by the environment and abiotic factors

1 Quadrats can be used to measure the frequency of an organism in a given area e.g. school field

2 Quadrats should be placed randomly and collect data from two different areas to compare

3 Mean = total number of organisms
number of quadrats

Knowledge: Decomposition (Triple)

Decomposition is the process of rotting (decay) of a material

1 The optimum conditions for decay to occur are warm, moist and plenty of O₂

2 Foods can be preserved by cooling, canning, freezing, drying, pickling or adding salt or sugar

3 Microorganism ferment waste materials.
Producing biogas, which can be used as a fuel source. Biogas is produced in a generator using microorganism

Knowledge: Decay – RP – (Triple)

1 Investigating the effect of temperature on the rate of Decay of Milk by measuring pH change

2 IV : temperature
DV: time taken for indicator to change colour

3 Mean = total time taken for pink colour to disappear ÷ number of trials

Knowledge : Food Security (Triple)

1 Food security means a whole population have access to enough nutritious food to sustain a healthy lifestyle

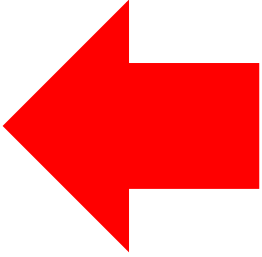
2 This is achieved using methods which the planet can continue to sustain for further generations of the populations

3 Several biological factors which can threaten food security are
Increasing birth rate, changing diets, new pests and pathogens, widespread famine, drought, increasing costs, war and conflicts

Additional info: Trophic levels describe the position of an organism within food chain
Level 1 : Producers
Level 2: Primary consumers
Level 3: Secondary consumers
Level 4: Tertiary consumers

Knowledge: Water Cycle		Knowledge: Field Technique (RP)		Knowledge: Decay – RP – (Triple)	
				1	
1		1		2	
2		2		3	
3		3			
4					
Knowledge: Carbon Cycle		Knowledge: Decomposition (Triple)		Knowledge : Food Security (Triple)	
				1	
1				2	
2				3	
3					
Additional info: Trophic levels describe the position of an organism within food chain Level 1 : Producers Level 2: Primary consumers Level 3: Secondary consumers Level 4: Tertiary consumers					

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

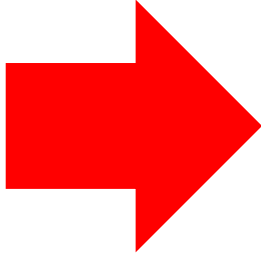
1.

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.

3.

4.

5.

3. Map it

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

Subject: Science (Chemistry)	Topic: Rate of chemical change	Year Group: 11
------------------------------	--------------------------------	----------------

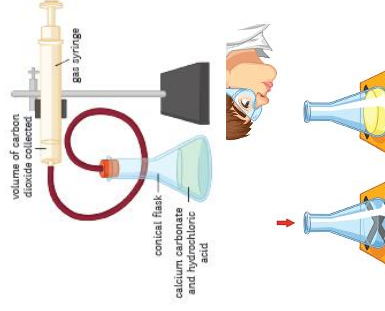
Equations

1	Rate of reaction = quantity of reactant used / time taken
2	Rate of reaction = quantity of product formed / time taken

Required Practical

From this practical you should be able to describe 2 ways in which the rate of reaction can be measured.

1. Measuring the production of gas
2. Measuring the changes in the colour



Factors affecting the rate of reaction The rate of chemical change will be increased if there are more frequent successful collisions between reactant particles	
1	Temperature When the temperature of the reaction mixture is increased, the reactant particles gain kinetic energy and move much more quickly. This results in more frequent successful collisions increasing the rate of reaction.
2	Concentration and pressure If the number of reactant particles in a given space is doubled, there will be more frequent successful collisions between reactant particles, therefore increasing the rate of reaction.
3	Surface area Only reactant particles on the surface of a solid are able to collide and react. The greater the surface area the more reactant particles are exposed, leading to more frequent collisions.
4	Catalyst When a catalyst is used in a chemical reaction the frequency of collisions is unchanged. More particles are able to react. The particles have energy greater than that of the activation energy. Consequently there is an increase in the rate of reaction.

Key Vocabulary	
1	Reversible reaction A reversible reaction is one in which the reactants form products. The products are then able to react together to reform the reactants. The symbol for a reversible reaction is $\rightleftharpoons$.
2	Catalyst A substance that speeds up a chemical reaction without getting used up. A catalyst lowers the activation energy. Biological catalysts are called enzymes.
3	Dynamic equilibrium A point where the forward and reverse reactions are occurring at the same rate.

Measuring a reaction mixture

1	Measuring the change in mass The reaction mixture is placed on a mass balance. As the reaction proceeds and the gaseous product is given off the mass of the flask will decrease. The rate for the reaction is : Rate (g/s) = change in mass (g) / time taken.(s)
2	Measuring the volume of gas produced The reaction mixture is connected to a gas syringe. As the reaction proceeds the gas is collected. The rate for the reaction is: Rate (cm ³ /s) = volume of gas produced (cm ³) / time taken (s).

Subject: Science (Chemistry)	Topic: Rate of chemical change	Year Group: 11
------------------------------	--------------------------------	----------------

Key Vocabulary		
1	Reversible reaction	
2	Catalyst	
3	Dynamic equilibrium	

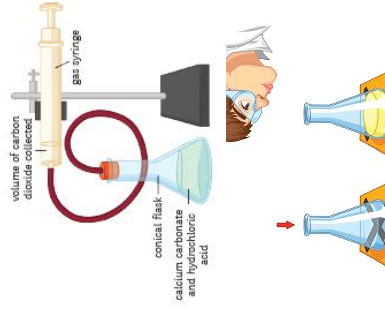
Factors affecting the rate of reaction The rate of chemical change will be increased if there are more frequent successful collisions between reactant particles	
1	Temperature
2	Concentration and pressure
3	Surface area
4	Catalyst

Equations	
1	
2	

Required Practical

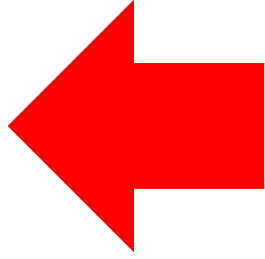
From this practical you should be able to describe 2 ways in which the rate of reaction can be measured.

1. Measuring the production of gas
2. Measuring the changes in the colour



Measuring a reaction mixture		
1	Measuring the change in mass	
2	Measuring the volume of gas produced	

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

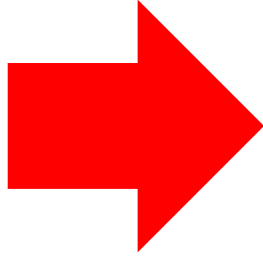
1.

2.

3.

3. Map It

Use the space on the next page to create a graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

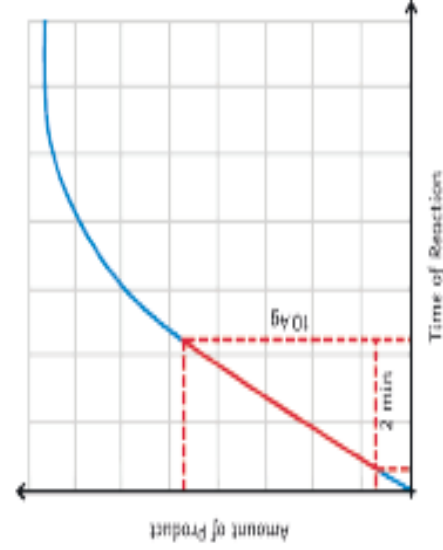
4.

5.

3. Map it

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

Calculating gradient (Higher Tier)



Gradient = y/x

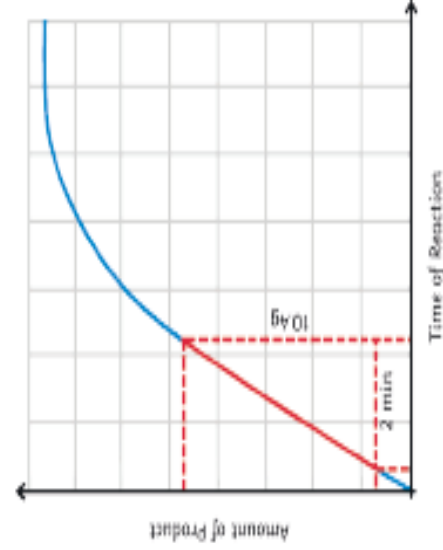
On the graph, draw construction lines on the part of the graph that has straight lines. Measure the values of x and y .

Changing conditions and the effect on the position of equilibrium (Higher Tier)

At equilibrium the amounts of reactants and products are the same. In order to change the amount of reactants and products at equilibrium the conditions of the reaction must be changed. This is known as Le Chatelier's Principle

Change	Effect	Explanation
Decrease concentration of product	Favours the forward reaction	Opposes the change by making less reactant and more product
Increase concentration of product	Favours the reverse reaction	Opposes the change by making more reactant and less product
Decrease concentration of reactant	Favours the reverse reaction	Opposes the change by making more reactant and less product
Increase concentration of reactant	Favours the forward reaction	Opposes the change by making less reactant and more product
Increasing temperature of surroundings	Favours the endothermic reaction	Opposes the change by decreasing the temperature of the surroundings
Decreasing the temperature of surroundings	Favours the exothermic reaction	Opposes the change by increasing the surroundings
Increase the pressure	Favours the reaction that results in fewer molecules	Decreasing the number of molecules within the vessel opposes the change because it decreases the pressure
Decrease the pressure	Favours the direction that results in more molecules	Increasing the number of molecules within the vessel opposes the change because it increases the pressure

Calculating gradient (Higher Tier)



Gradient = y/x

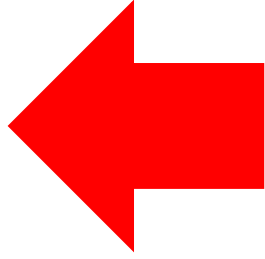
On the graph, draw construction lines on the part of the graph that has straight lines. Measure the values of x and y.

Changing conditions and the effect on the position of equilibrium (Higher Tier)

At equilibrium the amounts of reactants and products are the same. In order to change the amount of reactants and products at equilibrium the conditions of the reaction must be changed. This is known as Le Chatelier's Principle

Change	Effect	Explanation
Decrease concentration of product		
Increase concentration of product		
Decrease concentration of reactant		
Increase concentration of reactant		
Increasing temperature of surroundings		
Decreasing the temperature of surroundings		
Increase the pressure		
Decrease the pressure		

1. Quiz It



Use the blank knowledge organiser above to self-quizz. 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.

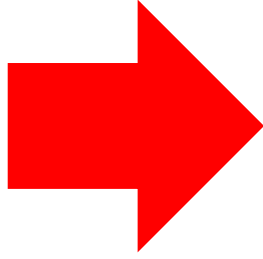
1.

2.

3.

3. Map It

Use the space on the next page to create a graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

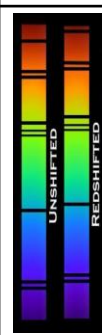
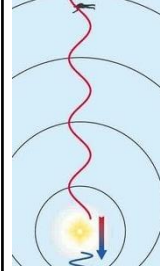
Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Our solar system is made up of ...	
1	Sun The largest object in the Solar System. Powered by nuclear fusion.
2	Planets They orbit the Sun. Generally, as the distance between the planet and the Sun increases, the temperature on the planet decreases and the time taken to orbit the Sun increases.
3	Moons Natural satellites that orbit planets.
4	Dwarf planets Unlike planets, their gravitational field is not strong enough to 'clear the neighbourhood' around it.
5	Asteroids Move in elliptical orbits around the Sun. Made of metals and rock.
6	Comets Orbit the Sun. Made of rock, dust and ice.

Life cycle of a star	
1	Stars form from nebula that collapse inwards due to gravity. This causes the dust and gas to heat up. Eventually it is hot enough for fusion to occur and a star is born.
2	A star goes through a life cycle. The life cycle is determined by the size of the star.



Orbital motion	
1	Planets orbit stars. Moons and artificial satellites orbit planets. This is possible due to gravity.
2	When moving in circular orbits objects can have a changing velocity, even if their speed is constant, as when moving in a circle their direction is constantly changing (remember velocity has size & direction).
3	For a satellite in a stable orbit, the radius must change if the speed changes. If it is too fast, it will move off into space. If it is too slow, it will spiral into Earth.

Red shift	
1	 White light arriving at Earth from stars has certain colours (wavelengths) missing. Absorption spectrum
2	The dark lines in the absorption spectrum from stars in distant galaxies have all been shifted towards the red end of the spectrum (red-shifted).
3	 This shift tells us that the wavelength of their light has been stretched, indicating that these stars are moving away from Earth.
4	The more red-shifted the light from a galaxy is, the faster the galaxy is moving away from Earth. Galaxies that are further away are moving away from us fastest (shown by observations from supernovae).
5	Red shift provides evidence that space is expanding which supports the Big Bang theory.
6	There is still much about the universe that is not understood, for example dark mass and dark energy.

Key Vocabulary	
1	Galaxy A system of billions of stars held together by gravitational attraction. Our solar system is in the Milky Way galaxy.
2	Nebula A large cloud of gas and dust from which stars form.
3	Nuclear fusion Light nuclei (e.g. hydrogen) join together to produce heavier nuclei and energy. Leads to the production of new elements.
4	Protostar A very young star that is still gathering mass.
5	Main sequence star The stable phase in a star's life. The gravity pulling the star inwards is balanced by the outward pressure produced by fusion.
6	Red giant When all the hydrogen has been used up in fusion, larger nuclei begin to fuse. The star expands to become a red giant.
7	White dwarf Nuclear reactions have finished. The star contracts under its own gravity.
8	Supernova The explosion of a large star. Produces elements heavier than iron.
9	Black hole A region where gravity is so strong that nothing can escape.
10	Red shift There is an observed increase in the wavelength of light from distant galaxies.
11	Big bang theory The universe began from a very small, hot, dense point.

Our solar system is made up of ...	
1	Sun
2	Planets
3	Moons
4	Dwarf planets
5	Asteroids
6	Comets

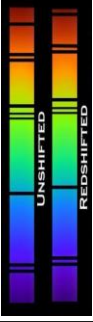
Life cycle of a star	
1	Stars form from
2	A star goes through a life cycle. The life cycle is determined by the size of the star.

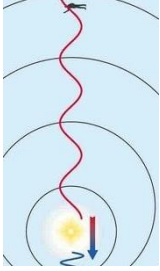
Cloud of gas and dust (nebula)

Stars about the same size as the Sun

Stars much bigger than the Sun

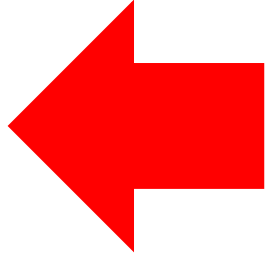
```
graph TD
    A[Cloud of gas and dust (nebula)] --> B[Protostar]
    B --> C[Main sequence star]
    C --> D[Red giant]
    C --> E[White dwarf]
    D --> F[Red super giant]
    E --> G[Black dwarf]
    F --> H[Supernova]
    H --> I[Neutron star]
    H --> J[Black hole]
```

Orbital motion	
1	Planets orbit
2	When moving in circular orbits objects can have a changing
3	For a satellite in a stable orbit, the radius must
	If it is too fast, it will
	If it is too slow, it will
Red shift	
1	 Absorption spectrum White light arriving at Earth from stars
2	The dark lines in the absorption spectrum
3	This shift tells us
4	The more red-shifted the light from a galaxy is,
5	Red shift provides evidence that
6	There is still much about the universe



Key Vocabulary	
1	Galaxy
2	Nebula
3	Nuclear fusion
4	Protostar
5	Main sequence star
6	Red giant
7	White dwarf
8	Supernova
9	Black hole
10	Red shift
11	Big bang theory

1. Quiz It



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

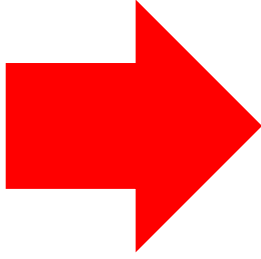
2. Link It

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 graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

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



Subject: Science

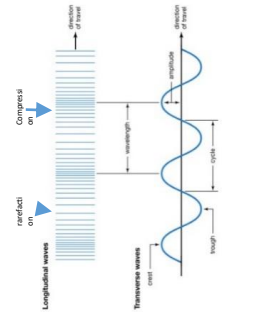
Topic: Waves (6)

Year Group: 11

enjoy
learn
succeed

Beckfoot

Properties of Waves

1	Transverse waves oscillate perpendicular (at right angles) to the direction of travel, e.g. ripples on water.	
2	Longitudinal waves oscillate parallel (in the same direction) to the direction of travel e.g. sound waves.	
3	Wavelength	The distance from one point on a wave to the equivalent point on the next wave.
4	Frequency	The number of waves that pass a point in one second.
5	Amplitude	The maximum displacement of a point on the wave from its undisturbed position.

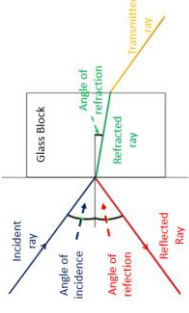
Properties of Waves Equations

1	Frequency	$T = 1 / f$ T = time period in seconds, s f = frequency in hertz, Hz
2	Wave speed, frequency and wavelength	$v = f \times \lambda$ v = wave speed in metres per second, m/s f = frequency in hertz, Hz λ = wavelength in metres, m

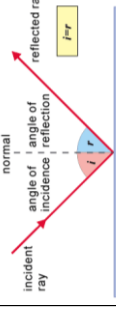
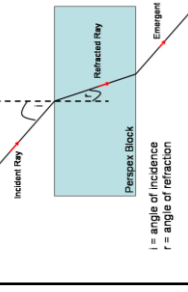
Measuring Wave Speed (RP)

1	Investigating waves using a ripple tank.	Oscillator creates waves in ripple tank. A light shines through meaning the waves can be seen on the screen below. If a strobe is set on the ripple tank at the same frequency as the waves, it appears as though they are standing still.
2	Investigating waves using a string.	An oscillator creates waves along the string, because the wave 'bounces back' when it reaches the end it can create a 'standing wave'.
3	Measuring speed of sound waves in air	Stand 100m from a wall, bang two wooden blocks together and time how long it takes to hear the echo. Divide this time by 200 (the distance travelled to the wall and back). Equation: Speed = distance /time.
4	Wavelength	Can be calculated by measuring the distance between waves – remember to take into account the effect of magnification on the screen. For a standing wave on a string, a measurement between two nodes is half a wavelength.
	Frequency	Frequency is shown on the oscillator or by calculating the number of waves passing a single point.
	Wave speed	Calculate using the equation $v = f \times \lambda$.

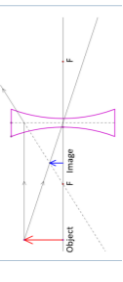
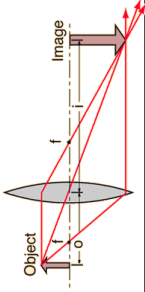
Reflection and Refraction (RP)

1	Use a ray box with a slit to create a beam of light. Place a Perspex box on a piece of white paper- draw an outline. Shine the beam towards the Perspex. Draw on the paper where it enters and exits . Some light will also reflect. Now find the angles with a protractor. Measure from the normal (a straight line 90° from the perspex).	 Angle of incidence = Angle of reflection. The angle of refraction tells you the refractive index (the difference in speed that light travels compared to air). Refractive index = $\sin(\text{angle of incidence}) / \sin(\text{angle of refraction})$.
---	---	---

Reflection and refraction

1	Waves can be reflected at a boundary between two different materials.	
2	Waves can be refracted when the density of the material it is travelling through changes, this makes the wave change speed and so the direction of travel.	

Lenses

1	Concave lenses make parallel waves spread out.	
2	Convex lenses make parallel waves converge (come together) to a focus.	
3	Focal length	Is the distance from the principal focus (where the rays are focused) to the lens.
4	Real image	Can be formed on a screen behind the lens.
5	Virtual image	Is formed where the rays appear to come from (e.g. a magnifying glass).



Subject: Science

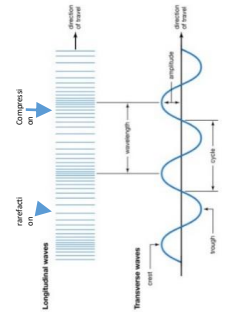
Topic: Waves (6)

Year Group: 11

enjoy
learn
succeed

Beckfoot

Properties of Waves

1	Transverse waves	
2	Longitudinal waves	
3	Wavelength	
4	Frequency	The distance from
5	Amplitude	

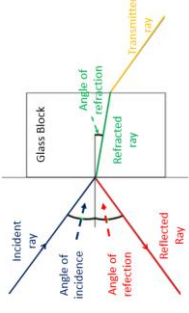
Properties of Waves Equations

1	Frequency	$T =$ $T =$ $f =$
2	Wave speed, frequency and wavelength	$v =$ $v =$ $f =$ $\lambda =$

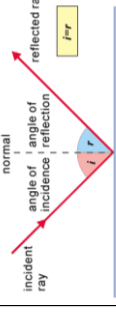
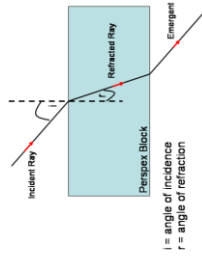
Measuring Wave Speed (RP)

1	Investigating waves using a ripple tank.	
2	Investigating waves using a string.	
3	Measuring speed of sound waves in air	Stand 100m from a wall,
4	Wavelength	Can be calculated by
	Frequency	
	Wave speed	Calculate using the equation

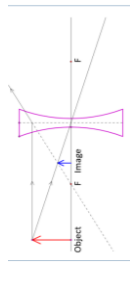
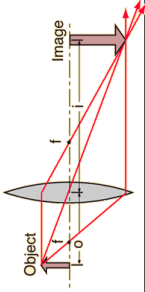
Reflection and Refraction (RP)

1	Use a ray box	 Shine the beam towards the Perspex. Draw on the paper where Angle of incidence = The angle of refraction tells
---	---------------	--

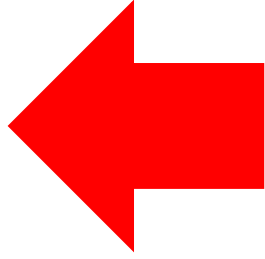
Reflection and refraction

1	Waves can	
2	Waves can be	

Lenses

1	make parallel waves spread out.	
2	make parallel waves converge (come together) to a focus.	
3	Focal length	
4	Real image	
5	Virtual image	

1. Quiz It



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

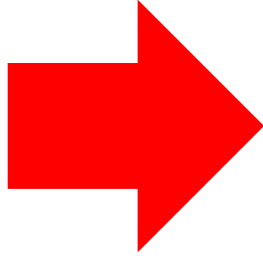
2. Link It

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 graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

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

Electromagnetic Spectrum (Transverse waves)

1 Electromagnetic waves are electric and magnetic disturbances that can be used to transfer energy from a source to an absorber. This makes them useful for certain technologies.

2 EM waves form a continuous spectrum, and all types can travel through a vacuum or air.



3 Radio waves long λ / low f - Used for communication (TV & Radio) When absorbed may create an AC with the same f

4 Microwaves - Used for communication. (satellite communications) Used for heating up food.

5 Infrared (IR) - All objects emit infrared radiation – the hotter the object, the more infrared it emits. Different surfaces absorb and emit different levels of IR radiation. Infrared cameras can be used to detect heat, so can be used for night vision or for medical purposes.

6 Visible light (ROYGBV) - Light from the sun or from bulbs is white light, can be used for fibre optic communications

7 Ultraviolet (UV) - Can be used to mark valuable objects, then visible under certain light. Used for energy efficient lamps. Can be harmful to eyes and skin, link to skin cancer

8 X-Rays - Can travel straight through objects, if they are not too dense. Used for medical purposes. Can cause ionising radiation.

9 Gamma rays short λ / high f - Can travel straight through objects, if they are not too dense, so used for medical imaging. Used for killing harmful bacteria e.g. on food. Used for cancer treatments.

Visible Light

1 White light can be split into the colours of the rainbow (spectrum) using a prism.

2 Objects absorb and reflect different wavelengths depending on their colour.

3 Colours can mix to form different shades. There are 3 primary colours and 3 secondary. The 3 primary colours form white light.

4 Opaque

5 Translucent Allows no light through Allows light to pass through but distorts the image.

6 Transparent Allows light through and provides a clear image (includes coloured filters).

Key Vocabulary

1 Longitudinal Wave Oscillate parallel (in the same direction) to the direction of travel e.g. sound waves.

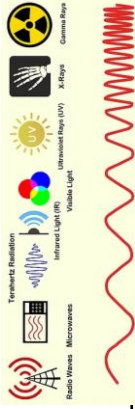
2 Transverse Wave Oscillate perpendicular (at right angles) to the direction of travel, e.g. ripples on water.

3 Wavelength The distance from one point on a wave to the equivalent point on the next wave.

4 Frequency The number of waves that pass a point in one second.

Key Vocabulary Continued...

5	Amplitude	The maximum displacement of a point on the wave from its undisturbed position.
6	Oscillator	Machine used to make waves at a specific frequency.
7	Ray diagram	A symbol drawing used to demonstrate how light rays move.
8	Normal	A straight line perpendicular (90°) from the object light is travelling towards.
9	Angle of incidence	Angle between the incident ray and the normal
10	Angle of reflection	Angle between the reflected ray and the normal (equal to angle of incidence).
11	Angle of refraction	Angle between the refracted ray and the normal.
12	Convex	A lens that makes light rays parallel to the principle axis meet at a point.
13	Concave	A lens that makes parallel rays spread out.
14	Principle focus	The point where light rays parallel to the principle axis of a lens focus.
15	Real image	An image formed by a lens that can be projected onto a screen.
16	Virtual image	An image seen in a lens or mirror, from which light rays appear to come after being refracted by a lens or reflected by a mirror.
17	Electromagnetic spectrum	The continuous spectrum of electromagnetic waves, which have various uses.
18	Sievert (Sv)	A measure of radiation dose, a measure of the risk of harm resulting from an exposure of the body to radiation

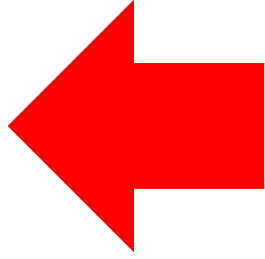
Electromagnetic Spectrum (Transverse waves)	
1	Electromagnetic waves are
2	EM waves form a continuous spectrum, 
3	Radio waves long λ / low f
4	Microwaves
5	Infrared (IR)
6	Visible light (ROYGBV)
7	Ultraviolet (UV)
8	X-Rays
9	Gamma rays short λ / high f

Visible Light		Key Vocabulary Continued...	
1	White light can be split into the colours of the rainbow (spectrum) using a prism.	5	Amplitude
2	Objects absorb and reflect different wavelengths depending on their colour.	6	Oscillator
3	Colours can mix to form different shades. There are 3 primary colours and 3 secondary. The 3 primary colours form white light.	7	Ray diagram
4	Opaque	8	Normal
5	Translucent	9	Angle of incidence
6	Transparent	10	Angle of reflection
		11	Angle of refraction
		12	Convex
		13	Concave
		14	Principle focus
		15	Real image
		16	Virtual image
		17	Electro-magnetic spectrum
		18	Sievert (Sv)

Key Vocabulary

1	Longitudinal Wave
2	Transverse Wave
3	Wavelength
4	Frequency

1. Quiz It



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

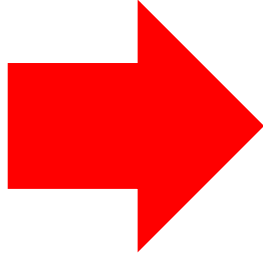
2. Link It

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 graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

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



Beckfoot

Subject: Science

Topic: Waves (6) Physics only

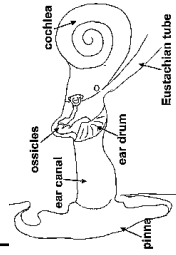
Year Group: 11

enjoy
learn
succeed

Sound Waves	
1	Sound waves are longitudinal waves.
2	Can pass travel through solids.
3	Echo sounding, e.g. used in ships in deep water, and by bats and dolphins (echolocation).

Hearing

1	Sound waves entering the ear cause the ear drum and other parts to vibrate.
2	Humans can only hear a narrow range of frequencies, (20 Hz to 20,000 Hz (20 kHz)). Humans hear best at 3,000 Hz



Ultrasound

1	Ultrasound waves are...
2	Can be partially reflected at the boundary between two different media.

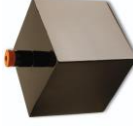
Seismic Waves

1	Seismic waves travel through the Earth and across its surface.	These can cause earthquakes and subsequently tsunamis. Earthquakes are generated in the Earth's crust, at continental fault lines.
2	Primary waves (P-Waves)	Are longitudinal waves that cause the initial tremor. The push or pull on material as they move through the Earth.
3	Secondary waves (S-Waves)	Are transverse waves that appear a few minutes after the initial tremor. They move more slowly than p-waves and shake the material they pass through
4	Studies of seismic waves have led to discoveries about the Earth's structure	Measurements of the changes in speed of seismic waves have allowed scientists to measure the boundary between the crust and mantle.

Infrared Radiation and Black Bodies

1	All objects emit and absorb infrared radiation.	The hotter an object, the more infrared radiation it absorbs.
2	A perfect black body is one that absorbs all of the radiation on it – it doesn't reflect any.	Because it is the best absorber it is also the best possible emitter.
3	A body at a constant temperature absorbs radiation at the same rate it emits it.	If a body is increasing in temperature it is absorbing faster than emitting. If it is decreasing in temperature it is emitting faster than absorbing.
4	Certain objects are designed to emit infrared radiation quickly.	E.g. halogen hobs heat up food faster than ordinary hobs, as they emit more infrared radiation.
4	The temperature of the earth depends on the rate of absorption and emission and reflection of infrared radiation.	Changes in the levels of greenhouse gases absorbing and reemitting greenhouse gases can change the temperature of the Earth.

Radiation RP

1	You can compare how much surfaces emit infrared radiation by seeing how quickly it cools down.	The quicker it emits IR radiation, the faster it will cool down. If you are measuring the temperature of the surface, the one which emits more IR radiation will have a higher temperature.
2	Matt, black surfaces emit more IR radiation,	Shiny, light coloured surfaces emit less IR radiation.
3	A Leslie cube (a cube with different surfaces on each side) can be used for this experiment. Hot water goes in the cube, then measure the temperature of each side.	

Key Vocabulary

1	Ossicles	Small bones in the ear, vibrate when sound waves enter the ear.
2	Ear drum	Thin membrane which separates the outer and inner ear. Sound waves cause vibrations when they hit this.
3	Ultrasound	Sound waves with a higher frequency than human hearing.
4	Seismic waves	Waves which travel through the Earth's crust, usually caused by an earthquake.
7	Infrared radiation	Electromagnetic waves with wavelengths between visible light and microwaves.
8	Black body	An object that absorbs all radiation that hits it.
9	Leslie cube	A device used to measure the IR radiation emitted from different surfaces.



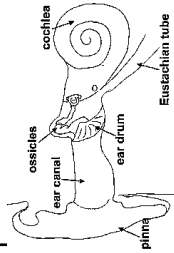
Beckfoot

Subject: Science	Topic: Waves (6) Physics only	Year Group: 11
------------------	-------------------------------	----------------

enjoy
learn
succeed

Sound Waves	
1	Sound waves are longitudinal waves.
2	Can pass travel through solids.
3	Echo sounding, e.g. used in ships in deep water, and by bats and dolphins (echolocation).

Hearing	
1	Sound waves entering the ear cause the ear drum and other parts to vibrate.
2	Humans can only hear a narrow range of frequencies. (This is because

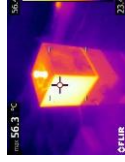
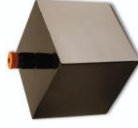


Ultrasound	
1	Ultrasound waves are...
2	Can be partially reflected at the boundary between two different media.

Seismic Waves	
1	Seismic waves travel through the Earth and across its surface.
2	Primary waves (P-Waves)
3	Secondary waves (S-Waves)
4	Studies of seismic waves have led to discoveries about the Earth's structure

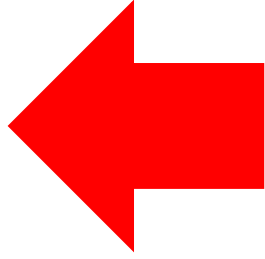
Infrared Radiation and Black Bodies	
1	All objects emit and absorb infrared radiation.
2	A perfect black body is one that absorbs all of the radiation on it – it doesn't reflect any.
3	A body at a constant temperature absorbs radiation at the same rate it emits it.
4	Certain objects are designed to emit infrared radiation quickly.
4	The temperature of the earth depends on the rate of absorption and emission and reflection of infrared radiation.

Radiation RP	
1	You can compare how much surfaces emit infrared radiation by seeing how quickly it cools down.
2	Matt, black surfaces emit
3	A Leslie cube



Key Vocabulary	
1	Ossicles
2	Ear drum
3	Ultrasound
4	Seismic waves
7	Infrared radiation
8	Black body
9	Leslie cube

1. Quiz It



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

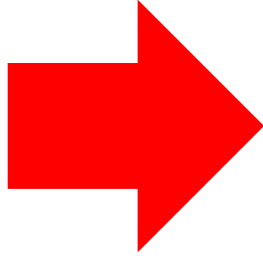
2. Link It

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 graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

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

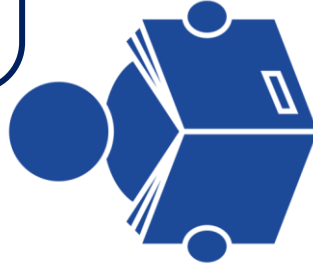
A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

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 organizer?

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



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: Self Quizzing



1

Identify knowledge

Identify knowledge/content you wish to cover.



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.



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.

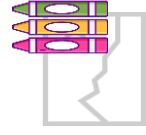


3

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 your 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: 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.

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

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

Summary: How to create a mind map

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 at 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.

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.

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

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: 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 decide 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 your 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, take 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
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

Revision Timetable

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

Revision Timetable

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

Revision Timetable

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

Revision Timetable

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

Revision Timetable

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

Revision Timetable

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

Subjects covered this half term

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

[illegible]

