

Beckfoot School

Knowledgeable And Expert Learners

Year

Half-Term 2
enjoy|learn|succeed

Name:.....

Tutor Group:.....

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	25
• Read Like a Beekfooter	49
• Revise Like a Beekfooter	50
• Reflect Like a Beekfooter	60
• Oracy – Speak Like a Beekfooter	61
• Communication Pages	63

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.



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

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.

☐ Requires submission?

1 task due this week

0 tasks submitted/completed

1 task remaining this week

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 1 ₁	Teacher 1 ₁	Lesson 1 ₁	Issued 1 ₁	Due 1 ₁	Estimated time 1 ₁	Type 1 ₁	Feedback 1 ₁
☒	Research GDP	Mr A Blackler	8F/5g	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
☒	Write a soliloquy	Mr J Kato	8y/Fn2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
☒	Create a poster on French food	Mrs A Abell	7YEL/r	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Homework

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

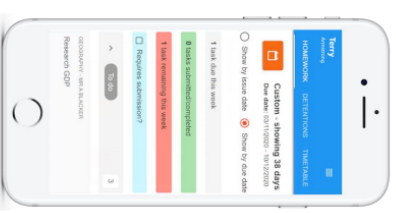
Selecting this tab will display a list of the homework tasks which you have been given.

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.

To do

Research GDP

GCSE/AS/FP1 - 8F/5g - MR A BLACKLER

Type: Blended Learning

Issue date: Monday 09/11/2020

Due date: Wednesday 11/11/2020

Estimated completion time: 1 hours

Please write a short paragraph on what GDP is and how it is used.

Homework status categories

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

To do

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

Completed

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

Submitted late

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

Not submitted

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

Submitted

Homework Instructions: Maths

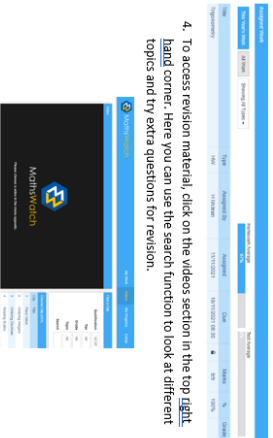
MathsWatch HOW TO GUIDE

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



MathsWatch login page showing fields for Username and Password, a Forgot Password? link, and buttons for Microsoft Login, Google Login, View Demo, and Login.

2. Login: your full Beckett 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: 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)



Quiz interface titled 'Organisation so far...'. It includes a 'First Name' field with 'MIR LEIGH' entered, a 'Last Name' field, and a 'Login' button.

4. Type your first name and last name as it's 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.



Flash card interface showing the question: 'Which system transports substances around the body?' with a 'Show Answer' button.

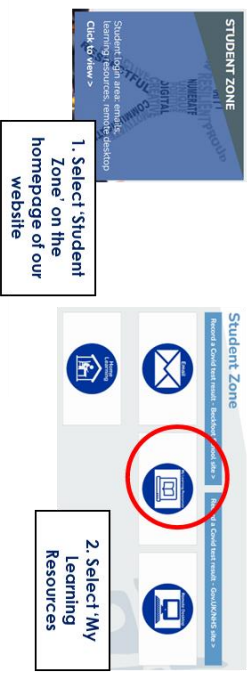
6. When you are ready, click 'exit' and then complete the quiz. Answer all questions and click 'submit' when you are finished

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 PowerPoint, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.



3. Select your year group

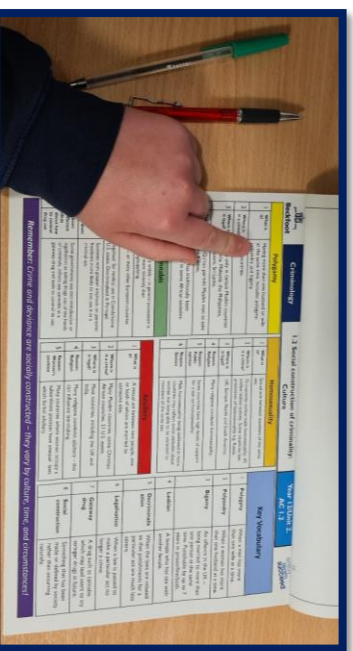


3. Select the subject you want to work on



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



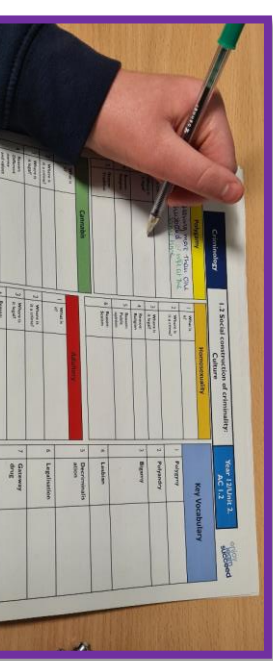
COVER:

- 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

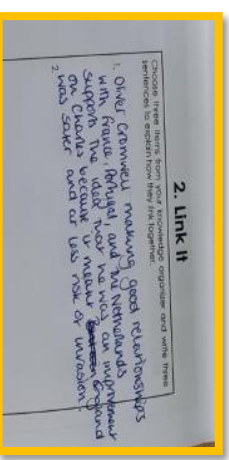
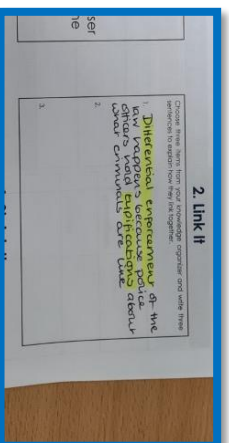
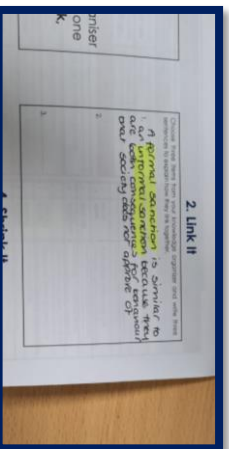
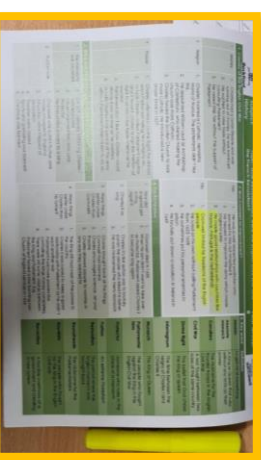
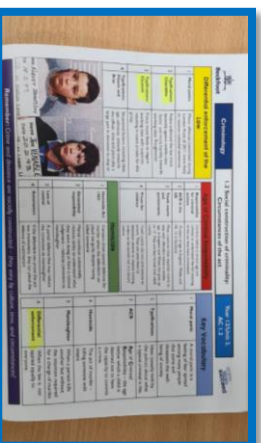
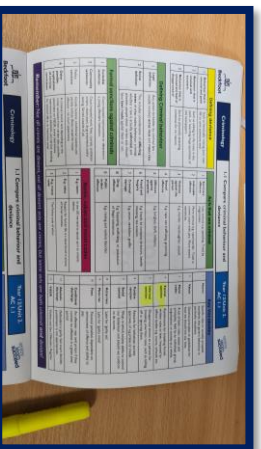
Independent Learning: How to 2 – Link It

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

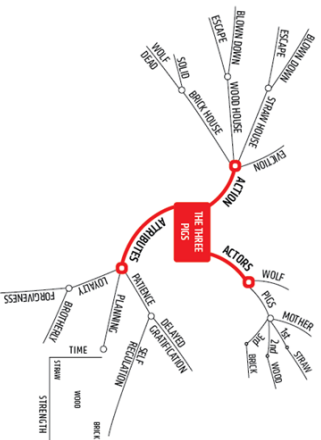
- **Compare and contrast:**
- x is similar to/different from y because...
- x is more/less ... than y because...

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

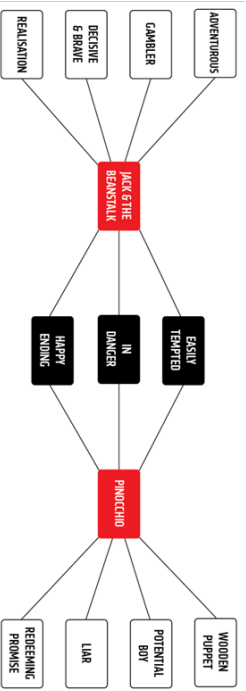
- **Support/refute:**
- x supports the ideas of y because...
- x refutes the ideas of y because...



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



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.

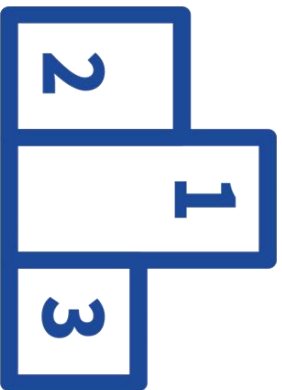
Independent Learning: How to 4 – Shrink It



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



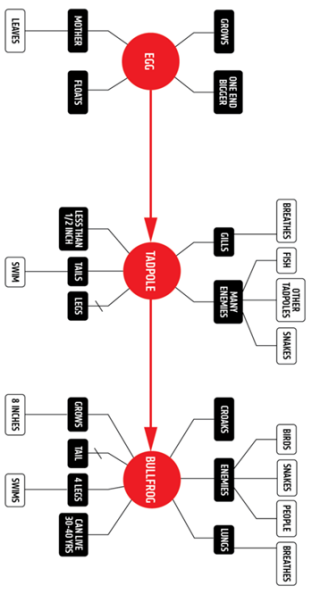
2. Highlight (or underline) the things you think are most important



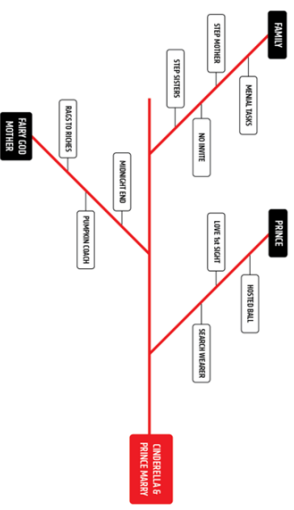
3. Rank your chosen points in order of importance



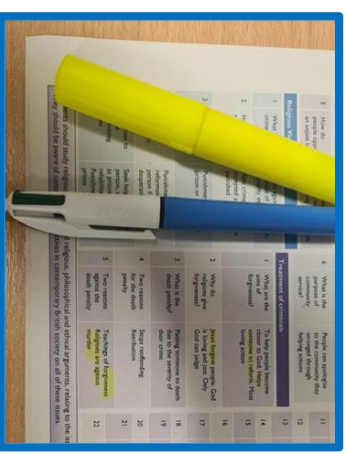
4. Bullet Point your 5 most important points using as few words as possible



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



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



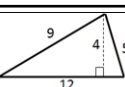
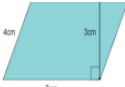
4. Shrink It

- Summarize this topic into 5 key bullet points
- Five key points
1. aims to return
 2. only god can judge
 3. Jesus to give
 4. religious against death penalty as not rigorous
 5. Death penalty against who not m

Subject: Maths	Term: Half Term 2 - September	Year Group: 10F
----------------	-------------------------------	-----------------

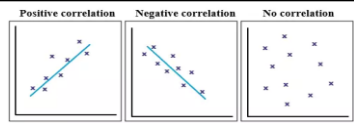
Algebra - Equations			
1	Solve an equation	Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$ Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
2	Solve a quadratic by factorising	Make sure the equation = 0 $ax^2 + bx + c = 0$ Use the products of ac that sum to b	

Number - Percentages		
1	Percentage multipliers	The multiplier for increasing by 12% is 1.12 The multiplier for decreasing by 12% is 0.88 (100% - 12%)
2	Percentage change	$\frac{(\text{new value} - \text{original value})}{\text{original value}} \times 100\%$
3	Reverse Percentage	A jumper was priced at £48.60 after a 10% reduction. Find its original price. $100\% - 10\% = 90\%$ $90\% = £48.60$ $1\% = £0.54$ $100\% = £54$
4	Simplifying Ratios	Divide all parts of the ratio by a common factor . $5 : 10 = 1 : 2$ (divide both by 5) $14 : 21 = 2 : 3$ (divide both by 7)

Geometry and Measure – Area and Perimeter		
1	Area of a rectangle/square Length x Width	 $A = 36\text{cm}^2$
2	Area of a Triangle Base x Height ÷ 2	 $A = 24\text{cm}^2$
3	Area of a parallelogram Base x Perpendicular Height	 $A = 21\text{cm}^2$
4	Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.
5	Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'

Ratio, Proportion and rates of change – Ratio		
1	Unitary Method	Find the value of a single unit first, and then the value of the required number of units by multiplying

Key Vocabulary		
1	Equation	A statement showing that two expressions are equal i.e $2y - 17 = 15$
2	Percentage multipliers	The number you multiply a quantity by to increase or decrease it by a percentage .
3	Reverse percentage	Find the correct percentage given in the question , then work backwards to find 100% Look out for words like ' before ' or ' original '
4	Perimeter	The total distance around the outside of a shape.
5	Area	The amount of space inside a shape.

Statistics – Scatter Graphs		
1	Causality	When one variable influences another variable
2	Line of best fit	A straight line that best represents the data on a scatter graph
4	Positive, Negative or No Correlation	

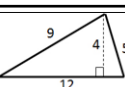
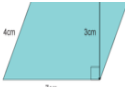
Algebra - Equations

1	Solve an equation	Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$ Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
2	Solve a quadratic by factorising	Make sure the equation = 0 $ax^2 + bx + c = 0$ Use the products of ac that sum to b	

Number - Percentages

1	Percentage multipliers	The multiplier for increasing by 12% is 1.12 The multiplier for decreasing by 12% is 0.88 (100% - 12%)
2	Percentage change	$\frac{(\text{new value} - \text{original value})}{\text{original value}} \times 100\%$
3	Reverse Percentage	A jumper was priced at £48.60 after a 10% reduction. Find its original price. $100\% - 10\% = 90\%$ $90\% = £48.60$ $1\% = £0.54$ $100\% = £54$
4	Simplifying Ratios	Divide all parts of the ratio by a common factor . $5 : 10 = 1 : 2$ (divide both by 5) $14 : 21 = 2 : 3$ (divide both by 7)

Geometry and Measure – Area and Perimeter

1	Area of a rectangle/square Length x Width	 $A = 36\text{cm}^2$
2	Area of a Triangle Base x Height ÷ 2	 $A = 24\text{cm}^2$
3	Area of a parallelogram Base x Perpendicular Height	 $A = 21\text{cm}^2$
4	Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.
5	Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'

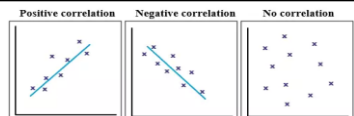
Ratio, Proportion and rates of change – Ratio

1	Unitary Method	Find the value of a single unit first, and then the value of the required number of units by multiplying
---	----------------	--

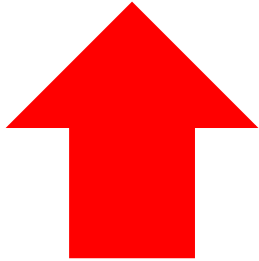
Key Vocabulary

1	Equation	A statement showing that two expressions are equal i.e $2y - 17 = 15$
2	Percentage multipliers	The number you multiply a quantity by to increase or decrease it by a percentage .
3	Reverse percentage	Find the correct percentage given in the question , then work backwards to find 100% Look out for words like ' before ' or ' original '
4	Perimeter	The total distance around the outside of a shape.
5	Area	The amount of space inside a shape.

Statistics – Scatter Graphs

1	Causality	When one variable influences another variable
2	Line of best fit	A straight line that best represents the data on a scatter graph
4	Positive, Negative or No Correlation	

1. Quiz It



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

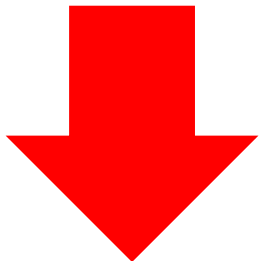
2. Link It

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

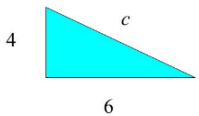
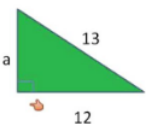
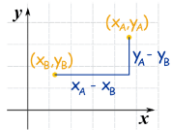
Summarise this topic into 5 key bullet points

- 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.

Geometry & Measure - Pythagoras

1	Finding the hypotenuse	Find c . $a^2 + b^2 = c^2$ $4^2 + 6^2 = c^2$ $c^2 = 52$ $c = \sqrt{52}$ $c = 7.21$ 
2	Finding the shorter side	Find the Value of a : $c^2 = a^2 + b^2$ $a^2 = c^2 - b^2$ $a = \sqrt{c^2 - b^2}$ $a = \sqrt{13^2 - 12^2}$ $a = \sqrt{169 - 144}$ $a = \sqrt{25}$ $a = 5$ 
3	Find the distance between two points	 $\sqrt{(x_A - x_B)^2 + (y_A - y_B)^2}$

Number - Percentages

1	Percentage multipliers	The multiplier for increasing by 12% is 1.12 The multiplier for decreasing by 12% is 0.88 (100% - 12%)
3	Percentage change	$\frac{(\text{new value} - \text{original value})}{\text{original value}} \times 100\%$
2	Reverse Percentage	A jumper was priced at £48.60 after a 10% reduction. Find its original price. 100% - 10% = 90% 90% = £48.60 1% = £0.54 100% = £54
3	Compound Interest	A bank pays 5% compound interest a year. Bob invests £3000. How much will he have after 7 years? $3000 \times 1.05^7 = £4221.30$
4	Exponential Graph	The equation is of the form $y = a^x$, where a is a number called the base . If $a > 1$ the graph increases . If $0 < a < 1$ the graph decreases . The graph of $y = 2^x$ is shown below. The graph of $y = 0.5^x$ is shown below.

Key Vocabulary

1	Hypotenuse	The longest side on a right angled triangle
2	Unit Ratio	Used to compare ratios, one of the parts is 1. The only time it is permissible to have a decimal in a ratio.
3	Unitary method	Find the value of 1 item, before multiplying to find the value of more. Used to work out which products give the better value for money
4	Simple Interest	Interest calculated as a percentage of the original amount.
5	Compound Interest	Interest paid on the original amount and the accumulated interest .
6	Exponential growth	When we multiply a number repeatedly by the same number ($\neq 1$), resulting in the number increasing by the same proportion each time. eg. 1, 2, 4, 8, 16, 32, 64, 128 ...
7	Exponential decay	When we multiply a number repeatedly by the same number ($0 < x < 1$), resulting in the number decreasing by the same proportion each time. eg. 1000, 200, 40, 8 ...

**Beckfoot**

Subject: Maths

Term: Half Term 2 – September Part 1

Year Group: 10H

enjoy
learn
succeed**Geometry & Measure - Pythagoras**

1 Finding the hypotenuse

2 Finding the shorter side

3 Find the distance between two points

Number - Percentages

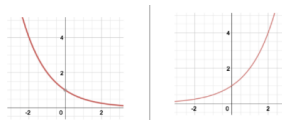
1 Percentage multipliers

3 Percentage change

2 Reverse Percentage

3 Compound Interest

4 Exponential Graph

**Key Vocabulary**

1 Hypotenuse

2 Unit Ratio

3 Unitary method

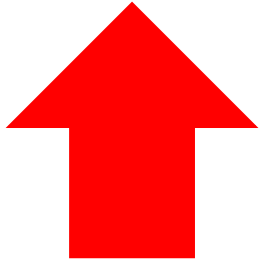
4 Simple Interest

5 Compound Interest

6 Exponential growth

7 Exponential decay

1. Quiz It



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

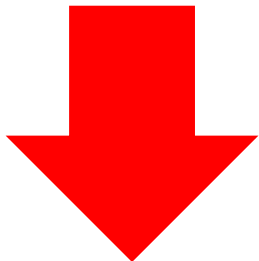
2. Link It

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

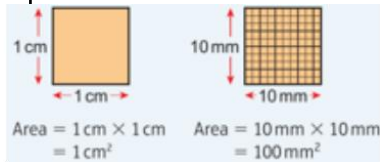
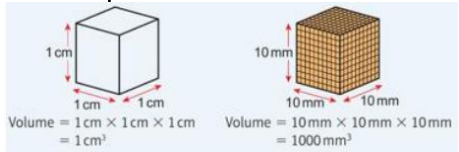
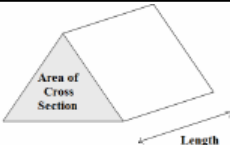
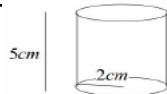
Summarise this topic into 5 key bullet points

- 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.

Geometry & Measure – Area & Volume

1	Area units	$1 \text{ cm}^2 = 100 \text{ mm}^2$ $1 \text{ m}^2 = 10000 \text{ cm}^2$  Area = $1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^2$ Area = $10 \text{ mm} \times 10 \text{ mm} = 100 \text{ mm}^2$
2	Volume units	$1 \text{ cm}^3 = 1000 \text{ mm}^3$ $1 \text{ m}^3 = 1000000 \text{ cm}^3$  Volume = $1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$ Volume = $10 \text{ mm} \times 10 \text{ mm} \times 10 \text{ mm} = 1000 \text{ mm}^3$
3	Volume of a Prism = Area of cross section x length	
4	Volume of a Cylinder $V = \pi r^2 h$	 $V = \pi(4)(5)$ $= 62.8 \text{ cm}^3$
5	Surface Area of Cylinder	$2\pi r^2 + 2\pi rh$

Algebra – Equations & Formulae

1	Expression	A mathematical statement written using symbols, numbers or letters , $3x + 2$ or $5y^2$
2	Equation	A statement showing that two expressions are equal $2y - 17 = 15$
3	Identity	An equation that is true for all values of the variables An identity uses the symbol: $\equiv$ $2x \equiv x + x$
4	Formula	Shows the relationship between two or more variables Area of a rectangle = length x width or $A = L \times W$
5	Solving inequalities	Inequalities are solved using the same steps as equations. If you multiply or divide an inequality by a negative number, then the inequality sign is reversed. Eg. $-5x > 10$ $x < -2$

Ratio, Proportion and rates of change – Ratio

1	Divide in a given ratio	eg Divide £350 in the ratio 3:4 between Amy and Bob. $3+4 = 7$ (There are 7 parts.) $350 \div 7 = 50$ (Each part is worth 50) $3 \times 50 = \text{£}150$ for Amy $4 \times 50 = \text{£}200$ for Bob
---	-------------------------	---

Key Vocabulary

1	Prism	A 3D shape that has a constant cross-section through its length, eg cylinder, triangular prism
---	-------	--

Geometry & Measure – Area & Volume

1	Area units	
2	Volume units	
3	Volume of a Prism = Area of cross section x length	
4	Volume of a Cylinder $V = \pi r^2 h$	
5	Surface Area of Cylinder	

Algebra – Equations & Formulae

1	Expression	
2	Equation	
3	Identity	
4	Formula	
5	Solving inequalities	

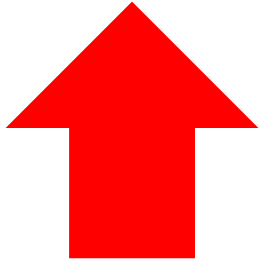
Ratio, Proportion and rates of change – Ratio

1	Divide in a given ratio	
---	-------------------------	--

Key Vocabulary

1	Prism	
---	-------	--

1. Quiz It



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

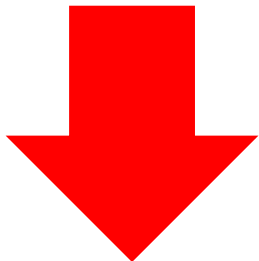
2. Link It

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.

Plot Summary

1	Stave 1	Scrooge is introduced; he refuses to warm the office up for Bob Cratchit; he refuses to make a charity donation; refuses to eat Christmas dinner with Fred; is irritated by Christmas as it is interrupting his business; sees Marley's ghost who warns him he will be visited by three spirits to make him change his miserly ways.
2	Stave 2	The Ghost of Christmas Past takes Scrooge back in time to show him: his village; him alone at school; his sister collecting him from school; a party at Fezziwig's; Belle breaking off their engagement and Belle with her husband. Unable to take any more, Scrooge begs the spirit to take him back home. When he is back home, he falls asleep almost instantly.
3	Stave 3	The Ghost of Christmas Present shows Scrooge how the Cratchit family celebrate Christmas; Scrooge becomes worried about Tiny Tim not surviving in the future. The spirit then takes Scrooge to see how others celebrate Christmas including Fred's Christmas party. The spirit begins to age and under its robe Scrooge sees two children: Ignorance and Want.
4	Stave 4	The Ghost of Christmas Yet to Come arrives and Scrooge is terrified of him. It shows Scrooge a group of businessmen discussing someone's death. He is taken to a pawn shop where the possessions of the dead man are being sold. He is next taken to the Cratchit household where the family are grieving for Tiny Tim. Scrooge is then taken to a graveyard and sees his name on a gravestone. He begs the spirit and says he will change his ways.
5	Stave 5	Scrooge wakes up in his own bed and is now transformed! He sends a prize Turkey to the Cratchit family and even promises to give a huge charity donation to the poor. Scrooge then goes to Fred's to attend the party and is welcomed in. He also gives Bob Cratchit a raise and becomes a second father to Tiny Tim who does not die.

Characters

1	Scrooge	The protagonist, a mean old loner who hates Christmas.	6	Bob Cratchit	Scrooge's hardworking and unpaid clerk.
2	Marley	Scrooge's deceased business partner who appears as a ghost to warn Scrooge to change his ways.	7	Tiny Tim	Bob Cratchit's ill and vulnerable son.
3	Ghost of Christmas Past	A shape changing spirit that represents memory and has light/a flame at the top of its head.	8	Fred	Scrooge's patient, jovial nephew. The son of his beloved sister, Fan.
4	Ghost of Christmas Present	A jolly spirit (resembles Father Christmas) that represents generosity and Christmas spirit.	9	Fezziwig	Scrooge's generous former employer.
5	Ghost of Christmas Yet to Come	A silent, sinister spirit in a black, hooded cloak who represents death.	10	Belle	Scrooge's former fiancée who breaks off their engagement because he valued money more than their relationship.

Themes

1	Greed and selfishness	Characters such as Scrooge represent the middle classes who sought to hoard rather than share their wealth.
2	Poverty	Scrooge despises the poor and thinks they are lazy at first. At the end, he realizes he can share his wealth with the poor.
3	Transformation	The spirits show Scrooge scenes that prompt his transformation. At the end of the novella, Scrooge's transformation into a kinder human being is complete.
4	Christmas	Scrooge learns the true meaning of Christmas is to spend time with your family and loved ones.
5	Social responsibility	Ignorance and Want remind Scrooge that turning a blind eye to the plight of the poor creates desperate

Context

1	Charles Dickens	Born in 1812 to a middle class family. His dad was imprisoned for debt leading to poverty for the family. Dickens began working difficult jobs at a young age.
2	Poverty	In 1834, the Poor Amendment reduced the amount of help available to the poor, forcing them to seek help from workhouses. Conditions were incredibly harsh in the Victorian era.
3	Christmas	Christmas was fairly a low key celebration. During Queen Victoria's reign, workers were given two days holiday for Christmas. Turkey was only eaten by the rich, goose was a cheaper option.

Key Vocabulary

1	Simile	Comparing two things using 'like' or 'as', e.g. "hard and sharp as a flint"
2	Motif	Repeated image or symbol, e.g. light being used several times in the novella
4	Allegory	Characters/events represent ideas about religion, morals or politics.
5	Novella	A short novel or long short story.
6	Resolution	The Point where conflict is solved, e.g. Scrooge's redemption.
7	Redemption	Being saved from sin, error or evil, e.g. Scrooge realising he needs to change his miserly ways and then does in stave 5.

Plot Summary

1	Stave 1	
2	Stave 2	
3	Stave 3	
4	Stave 4	
5	Stave 5	

Characters

1	Scrooge		6	Bob Cratchit	
2	Marley		7	Tiny Tim	
3	Ghost of Christmas Past		8	Fred	
4	Ghost of Christmas Present		9	Fezziwig	
5	Ghost of Christmas Yet to Come		10	Belle	

Themes

1	Greed and selfishness	
2	Poverty	
3	Transformation	
4	Christmas	
5	Social responsibility	

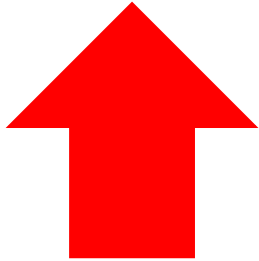
Key Vocabulary

1	Simile	
2	Motif	
4	Allegory	
5	Novella	
6	Resolution	
7	Redemption	

Context

1	Charles Dickens	
2	Poverty	
3	Christmas	

1. Quiz It



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

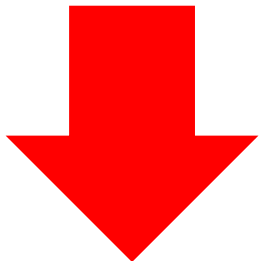
2. Link It

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.

Plot Summary

1	Letters 1-4 Walton's POV	The novel begins with a series of letters from Walton to his sister, Margaret. He is captain of the ship in a voyage to the north Pole. Walton and his men rescue Victor and help him recuperate on the ship. He eventually tells Walton his story.
2	Ch. 1-2 Victor's POV	Victor begins his narration and tells of his childhood growing up in Geneva with his doting parents. He also shares that Elizabeth was adopted. As a teenager, Victor was fascinated by the mysteries of Science.
3	Ch. 3-5 Victor's POV	Victor's mother dies from Scarlet fever after catching it whilst nursing Elizabeth. Victor leaves to attend university in Ingolstadt and becomes obsessed with anatomy. He decides to animate a creature and is horrified when it is brought to life. He abandons the creature and falls ill.
4	Ch. 6-8 Victor's POV	Victor is nursed back to health by his friend, Henry Clerval. He receives a letter from his father informing him that William has been murdered. Returning to Geneva, Victor sees the monster and knows who is to blame, however Justine is executed for William's murder.
5	Ch. 9-10 Victor's POV	Victor contemplates suicide but a trip to Belrive, planned by his father, cheers him up slightly. When he feels negative again, he decides to climb Montanvert to clear his head and sees the monster who shares his story.
6	Ch. 11-12 Creature's POV	The monster describes the confusion in its first moments of life. He then describes people fleeing whenever he tried to approach them, so he decided to stay away from them. He developed skills and began observing the De Lacey family to educate himself.
7	Ch. 13-14 Creature's POV	Winter turns into Spring and the creature has now learnt language. He notices that the family seem unhappy, until Safie arrives. He learns that the people are called Felix, Agatha and De Lacey and they used to be affluent.
8	Ch. 15-17 Creature's POV	The creature finds books and learns to read and also learns how he was created. He hopes to befriend the cottagers, starting with the old, blind De Lacey, however Felix drives him away. When the family have left, the creature burns down their cottage and leaves for Geneva. He confesses that he killed William and framed Justine. He then implores Victor to make him a mate and Victor agrees.
9	Ch. 18-20 Victor's POV	Victor visits England with Clerval, but he leaves Clerval in Scotland so that he can work on the female creature alone in the Orkney Islands. Mid-way, he destroys it in front of the monster. The monster promises revenge on Victor's wedding night. Victor then gets rid of the remains in the sea. When he lands in a town, he is suspected of a murder.
10	Ch. 21-23 Victor's POV	Victor is taken to the body, which is Clerval's. He collapses and falls ill. When he awakens, he is found innocent. Elizabeth and Victor marry, however, he remembers the creature's threat and plans to battle him. On the wedding night, Elizabeth is killed by the creature and Alphonse dies from shock. Victor vows revenge on the creature.
11	Ch. 24 Victor's POV- Walton in Continuation Walton's POV	Victor relentlessly tracks down the creature through ice and snow. He is found by Walton, to whom he warns not to make the same mistakes as him and Walton decides to call the voyage off. Victor asks Walton to continue his mission and then dies. Walton then sees the creature weeping over Victor's body. He is tormented and states he has no purpose left, now that his creator is dead. He leaves into the darkness.

Characters

1	Robert Walton	A young, ambitious English man leading an expedition to the North Pole.	6	Justine Moritz	Frankenstein family servant, who is more like family. She was framed by the creature and executed for William's murder.
2	Victor Frankenstein	Protagonist. Driven by ambition and Science. His quest for power leads him to his own downfall.	7	De Lacey	Parisian's turned rural farmers. They are poor, but kind, loving and good.
3	Alphonse Frankenstein	Victor's father. An example of kindness and selflessness.	8	The Creature	A product of Victor's scientific experiment that went wrong. He is rejected by everyone and longs for acceptance.
4	Caroline Frankenstein	Victor's loving mother. A paradigm of motherly concern and generosity. Her death provides the catalyst for Victor to transcend death.	9	Henry Clerval	Victor's best friend. He is an idealised character. Henry takes care of Victor and is also another one of the creature's victims.
5	William	Victor's youngest brother who was murdered by the creature.	10	Elizabeth	Victor's adopted sister and bride. She is a passive and idealised
Themes			Key Vocabulary		
1	Ambition/obsession	Both Victor and Walton aim for major discoveries/achievements. Victor's tale is a warning to not be overly ambitious.	1	Epistolary Novel	Novel written in the form of letters which allows the writer to establish the narrative POV clearly.
2	Family/Love	Family is important to Victor and the Creature. The Creature longs for family/love but is always rejected.	2	Frame Narrative	A narrative within a narrative. This allows us to see events from different perspectives.
3	Death	Several people die in the novel and Victor's mother's death is what spurred Victor on to transgress the boundaries of life and death.	4	Allegory	Characters/events represent ideas about religion, morals or politics.
4	Revenge	Both Victor and the creature feel wronged and seek revenge even at the cost of their own safety, health and happiness.	5	Foreshadowing	When something gives the reader a hint about what will take place in the future.
5	Man vs God	Both Victor and Walton talk of conquering nature with science which emphasizes their risk-taking and ambitious natures.	6	Transgression	An act that goes against a law, rule or code of conduct; an offence.
Context			7	Age of Enlightenment	An intellectual and philosophical movement that dominated the world of ideas in Europe during the 17 th -19 th Century.
1	Mary Shelley	Born in 1797, most famous for <i>Frankenstein</i> . Shelley experienced a great deal of death in her own life: her mother, her 3 children and her husband (Percy Bysshe Shelley).			
2	Science	Many advancements in science had been made, biologists were finding out a great deal about the human body and its capabilities. Science was breaking boundaries.			
3	Religion	Parts of Europe were heavily religious. Therefore, occurrences that could not be explained were viewed as an act of God or from another supernatural force.			

Plot Summary

1	Letters 1-4 Walton's POV	
2	Ch. 1-2 Victor's POV	
3	Ch. 3-5 Victor's POV	
4	Ch. 6-8 Victor's POV	
5	Ch. 9-10 Victor's POV	
6	Ch. 11-12 Creature's POV	
7	Ch. 13-14 Creature's POV	
8	Ch. 15-17 Creature's POV	
9	Ch. 18-20 Victor's POV	
10	Ch. 21-23 Victor's POV	
11	Ch. 24 Victor's POV - Walton in Continuation Walton's POV	

Characters

1	Robert Walton		6	Justine Moritz	
2	Victor Frankenstein		7	De Laceys	
3	Alphonse Frankenstein		8	The Creature	
4	Caroline Frankenstein		9	Henry Clerval	
5	William		10	Elizabeth	

Themes

1	Ambition/obsession	
2	Family/Love	
3	Death	
4	Revenge	
5	Man vs God	

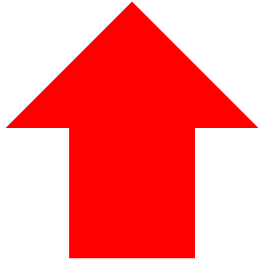
Context

1	Mary Shelley	
2	Science	
3	Religion	

Key Vocabulary

1	Epistolary Novel	
2	Frame Narrative	
4	Allegory	
5	Foreshadowing	
6	Transgression	
7	Age of Enlightenment	

1. Quiz It



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

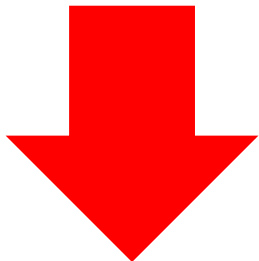
2. Link It

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.

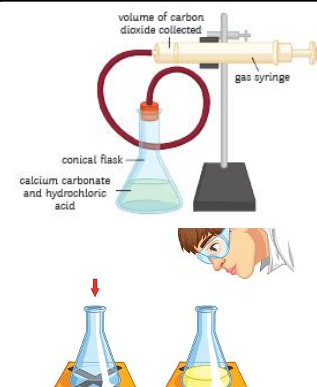
Equations

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).

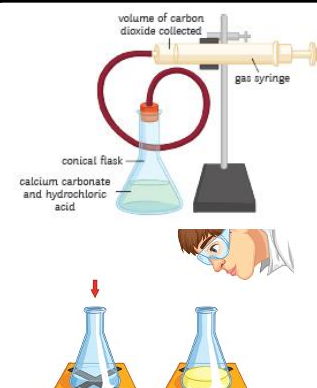
Equations

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



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	

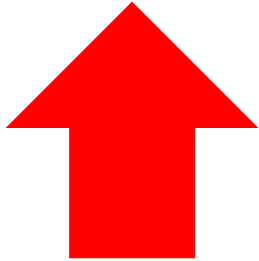
Key Vocabulary

1	Reversible reaction	
2	Catalyst	
3	Dynamic equilibrium	

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-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

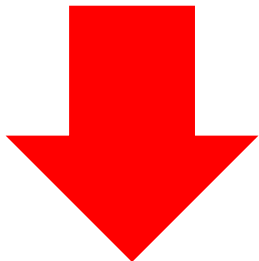
2. Link It

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

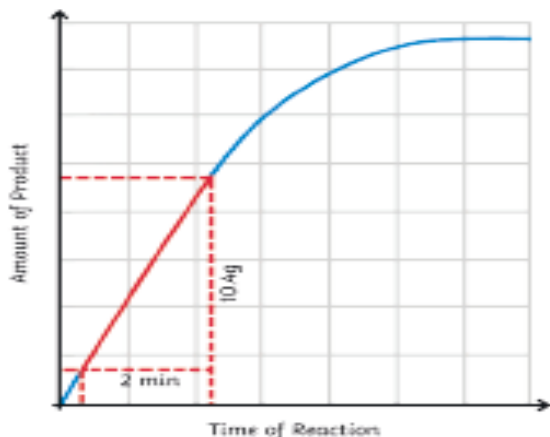
Summarise this topic into 5 key bullet points

- 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.

Calculating gradient (Higher Tier)



$$\text{Gradient} = y/x$$

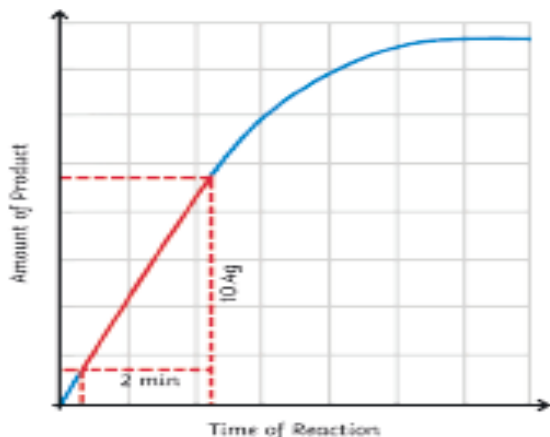
On the graph, draw construction lines on the part of the graph that has straight lines. Measure the values of x and y.

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)



$$\text{Gradient} = y/x$$

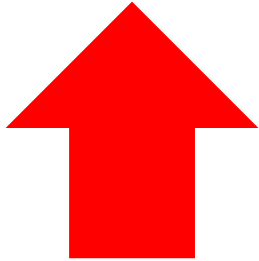
On the graph, draw construction lines on the part of the graph that has straight lines. Measure the values of x and y.

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-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

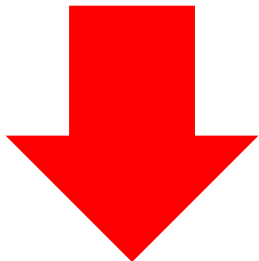
2. Link It

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.

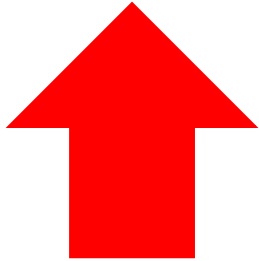
3. Map it

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

Knowledge: Human Defence System		Knowledge: Viral diseases		Key Vocabulary		
Skin	Acts as a barrier and produces antimicrobial secretions	Measles	Fever and red skin rash – can be fatal. Spread by coughs and sneezes	1	Communi cable Disease	A disease that can be passed on to others
		HIV	Human Immunodeficiency Virus Flu-like illness. Virus attacks immune system. Spread by sexual contact or exchange of bodily fluids			
Nose	Traps particles that contain pathogens	TMV	Tobacco Mosaic Virus	2	Non Communi cable Disease	A disease that cannot be passed on to others.
			Plant pathogen causes discolouration (mosaic) in leaves and affects growth.			
Trachea	Secretes mucus which traps pathogens	Knowledge: Bacterial Diseases		3	Pathogen	Microorganisms that cause infectious diseases.
Stomach	Produces acid which kills pathogens	Salmonella food poisoning	Spread by bacteria on food. Causes fever, abdominal cramps, vomiting and diarrhoea.			
White blood cells	Help defend against pathogens by: phagocytosis, making antibodies and antitoxins	Gonorrhoea	Sexually transmitted disease (STD). Causes thick yellow/green discharge from genitals.	4	Bacteria	Reproduce rapidly in body and may produce poisons (toxins).
		Knowledge: Fungal diseases		5	Virus	Live and reproduce in cells, causing cell damage.
		Example	Rose black spot			
		Symptoms	Purple or black spots on leaves			
Knowledge : Antibiotics and painkillers		Effect	Leaves turn yellow and drop off – no photosynthesis or growth	Knowledge: Vaccination		
Antibi otics	Treat disease	How it spreads	Water or wind	1		Small quantity of dead or inactive pathogen is injected into the body
	Specific antibiotics treat specific diseases	Prevention	Fungicides and remove affected leaves	2		White blood cells produce antibodies
	Reduced deaths from infectious bacterial diseases	Knowledge :Protist diseases		3		If the same pathogen re-enters the body white blood cells can produce antibodies quickly
	Cannot treat viral pathogens	Example	Malaria	4		Antibodies prevent infection
		Symptoms	Fever and death	5		If a large proportion of the population is immune, the spread of the pathogen is reduced greatly.
Penici llin	An antibiotic that helps cure bacterial diseases by killing ineffective bacteria inside the body	Knowledge : History of drugs				
		Older drugs were extracted from plants and microorganisms				
Painki llers	Treat symptoms of disease but do not kill pathogens	Drug	Extracted from			
		Digitalis (heart drug)	Foxgloves			
		Aspirin	Willow			
Probl ems	Greater use of antibiotics has led to the emergence of strains of bacteria that are resistant to antibiotics (superbugs)	Penicillin	Penicillium mould			
		Clinical trials use healthy volunteers and patients. • Very low doses of the drug are given at the start of the clinical trial. • If the drug is found to be safe, further clinical trials are carried out to find the optimum dose for the drug. • In double blind trials, some patients are given a placebo.				

Knowledge: Human Defence System		Knowledge: Viral diseases		Key Vocabulary	
Skin		Measles		1	Communi cable Disease
		HIV			
Nose		TMV		2	Non Communi cable Disease
Trachea		Knowledge: Bacterial Diseases		3	Pathogen
Stomach		Salmonella food poisoning			
		Gonorrhoea		5	Virus
White blood cells		Knowledge: Fungal diseases			
		Example		1	
		Symptoms			
		Effect		2	
How it spreads					
Knowledge : Antibiotics and painkillers	Antibi otics	Prevention		3	
		Knowledge :Protist diseases			
		Example		5	
		Symptoms			
		How it spreads			
		Prevention			
		Knowledge : History of drugs			
Painki llers		Older drugs were extracted from plants and microorganisms			
		Drug	Extracted from		
		Digitalis (heart drug)			
		Aspirin			
Probl ems		Penicillin			
		Clinical trials use healthy volunteers and patients.			

1. Quiz It



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

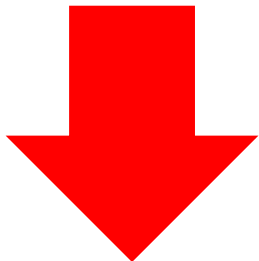
2. Link It

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.

Knowledge: Monoclonal Antibodies	
Identical copies of one type of antibody produced in laboratory	
1	A mouse is injected with pathogen.
2	Lymphocytes produce antibodies.
3	Lymphocytes are removed from the mouse and fused with rapidly dividing mouse tumour cells .
4	The new cells are called hybridomas
5	The hybridomas divide rapidly and release lots of antibodies which are then collected.

Knowledge: Monoclonal Antibodies can be used in a variety of ways

1) Diagnosis	2) Detecting Pathogens
Pregnancy test – measure the level of hormones	Can detect very small quantities of chemicals in the blood
3) Detecting molecules	4) Treatment
Fluorescent dye can be attached so it can be seen inside cells or tissues	Bound to radioactive substance, toxic drug or chemical Cancer cells are targeted to normal body cells are unharmed

Knowledge : Detection and prevention of plant diseases

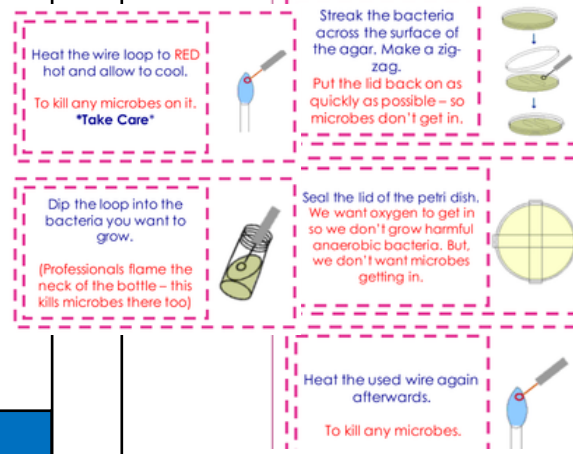
Detection	Identification
1- Stunted growth	Reference using gardening manual or website, laboratory test for pathogens, testing kit using monoclonal antibodies
2- Spots on leaves	
3- Area of decay	
4 - Growths	
5- Malformed stems/leaves	
6 - Discolouration	
7 - Presence of pests	

Plant Defences

Physical	Mechanical
Thick waxy layers, cell walls stop pathogen entry	Thorns, curling up leaves to prevent being eaten
Chemical	
Antibacterial and toxins made by the plant.	

Culturing microorganisms (BIOLOGY ONLY)

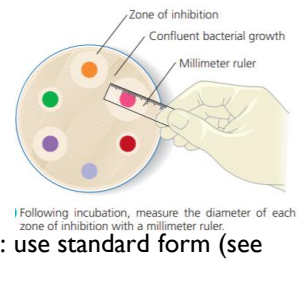
1	Bacteria multiply by simple cell division (binary fission), approx 1x per 40mins. Bacteria can be grown in nutrient broth solution or as colonies on an agar plate gel.
2	Aseptic techniques to prepare an uncontaminated culture:



The diagram illustrates the steps for aseptic techniques in a grid of dashed boxes:

- Top Left:** Heat the wire loop to RED hot and allow to cool. To kill any microbes on it. *Take Care*
- Top Right:** Streak the bacteria across the surface of the agar. Make a zig-zag. Put the lid back on as quickly as possible – so microbes don't get in.
- Bottom Left:** Dip the loop into the bacteria you want to grow. (Professionals flame the neck of the bottle – this kills microbes there too)
- Bottom Right:** Seal the lid of the petri dish. We want oxygen to get in so we don't grow harmful anaerobic bacteria. But, we don't want microbes getting in.
- Far Right:** Heat the used wire again afterwards. To kill any microbes.

3	Required practical: Antibiotics and antiseptics can be used to inhibit the growth of bacteria and zones of inhibition can be calculated: Measure zone of inhibition with a ruler and use πr^2
---	--



The diagram shows a petri dish with several colored spots of bacterial growth. A hand is using a millimeter ruler to measure the diameter of one of the spots. Labels include: Zone of inhibition, Confluent bacterial growth, and Millimeter ruler.

Following incubation, measure the diameter of each zone of inhibition with a millimeter ruler.

HT ONLY: use standard form (see sheet 1)

Knowledge: Monoclonal Antibodies

Identical copies of one type of antibody produced in laboratory

1	
2	
3	
4	
5	

Knowledge: Monoclonal Antibodies can be used in a variety of ways

1) Diagnosis	2) Detecting Pathogens
3) Detecting molecules	4) Treatment

Knowledge : Detection and prevention of plant diseases

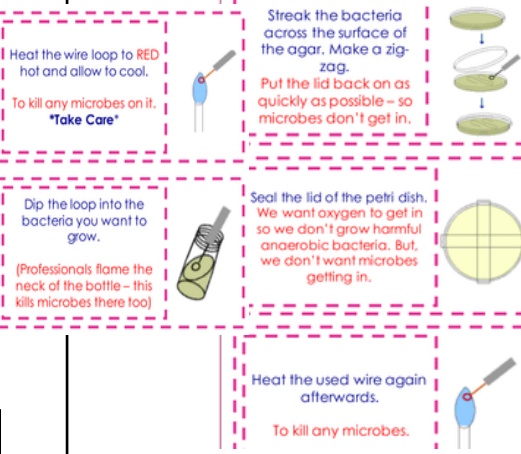
Detection	Identification
1- Stunted growth	
2- Spots on leaves	
3- Area of decay	
4 -Growths	
5- Malformed stems/leaves	
6 - Discolouration	
7 - Presence of pests	

Plant Defences

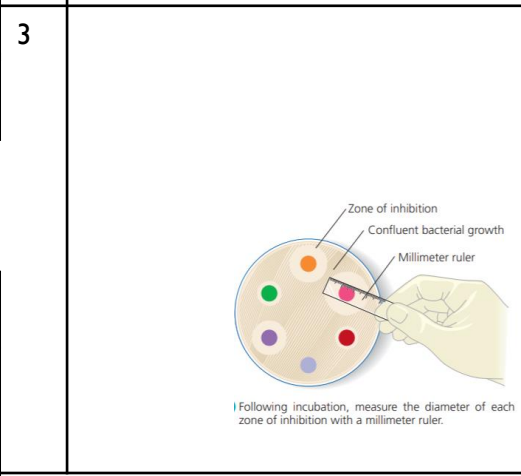
Physical	Mechanical
Chemical	

Culturing microorganisms (BIOLOGY ONLY)

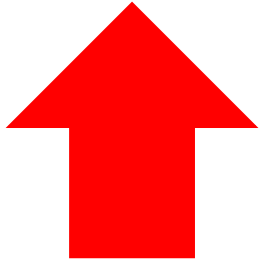
1	
2	



3



1. Quiz It



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

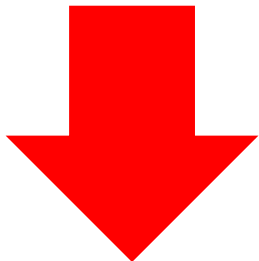
2. Link It

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.

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

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		

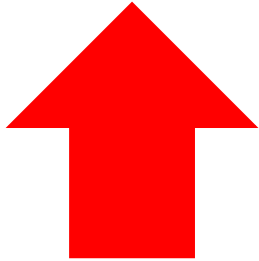
Half-equations (HT only)

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**

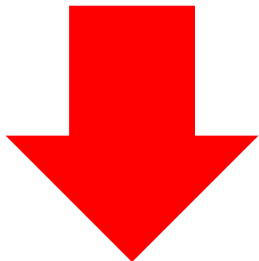
2. Link It

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

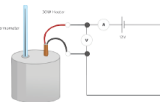
Summarise this topic into 5 key bullet points

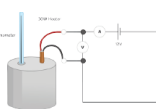
- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

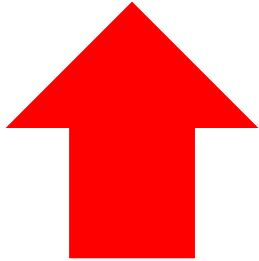
Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

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

Energy equations			Energy stores and systems			Key Vocabulary		
1	$E_k = \frac{1}{2}mv^2$	Kinetic energy = $\frac{1}{2} \times \text{mass} \times \text{speed}^2$	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).	1	Conservation of energy	Energy can never be created or destroyed just transferred from one store to another.
2	$E_p = mgh$	Gravitational potential energy = mass $\times$ gravitational field strength $\times$ height	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.	2	Dissipated	A term used to describe ways in which energy is wasted.
3	$E_e = \frac{1}{2}ke^2$	Elastic potential energy = $\frac{1}{2} \times \text{spring constant} \times \text{extension}^2$	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.	3	System	An object or group of objects.
4	$P = E/t$	Power = energy $\div$ time	4	Methods of	Thick walls, loft insulation (reduces convection) cavity walls (reduced	3	Power	The rate of transfer of energy OR the amount of work done in a given time.
5	$P = W/t$	Power = work done $\div$ time	Energy resources			4	Specific heat capacity (SHC)	The amount of energy required to raise the temperature of 1 kg of a material by 1°C.
6	Efficiency = useful energy output $\div$ total energy input		1	4 types of non-renewable energy	Coal, oil and natural gas (fossil fuels) - all will run out, but give out the most energy. Nuclear is also non-renewable.	4	Conduction	How thermal (heat) energy is transferred in solids by particles colliding.
7	$\Delta E = mc\Delta\theta$	Energy change = mass $\times$ specific heat capacity $\times$ change in temperature	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).	5	Convection	How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
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. 			3	Key advantages	Renewable - (will not run out), less pollution produced. Non-renewable – meet higher energy demands	6	Insulation	Methods to reduce heat loss from an object.
			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).	7	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.		

Energy equations			Energy stores and systems			Key Vocabulary		
1	$E_k =$	Kinetic energy =	1	8 stores of energy		1	Conservation of energy	
2	$E_p = mgh$		2	3 methods of energy transfer		2	Dissipated	
3		Elastic potential energy = $\frac{1}{2} \times \text{spring constant} \times \text{extension}^2$	3	Friction and lubrication		3		An object or group of objects.
4	$P =$	Power =	4	Methods of		4	Specific heat capacity (SHC)	
5	$P =$	Power =	Energy resources			5	Conduction	
6	Efficiency =		1		Coal, oil and natural gas (fossil fuels) - all will run out, but give out the most energy. Nuclear is also non-renewable.	6		How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
7	$\Delta E =$	Energy change =	2	7 types of renewable energy		7		Methods to reduce heat loss from an object.
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. 			3	Key advantages	Renewable – Non-renewable –	8	Efficiency	
			4	Key disadvantages	Renewable – Non-renewable –	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,		

1. Quiz It



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

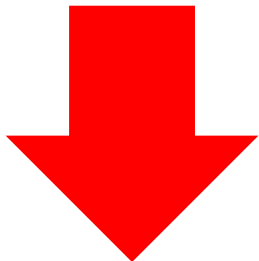
2. Link It

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.

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.
--	--	---	---	--

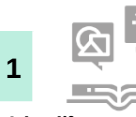
Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

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

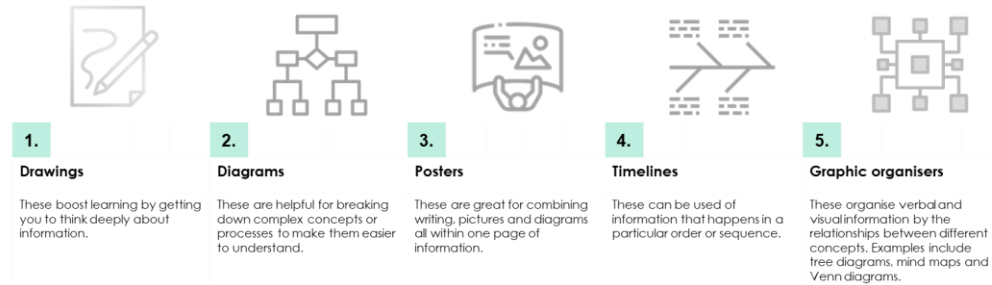
1  Identify knowledge Identify the knowledge/topic area you want to cover.	2  Write it down Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	3  Organise information Once complete and you 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.



4 Key Principles for using dual coding



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

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**

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

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.



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.



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.



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.



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 your plan meets the criteria. DO this for a number of questions, then choose one and write the full response.



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 at a diagram in science, for example, and transform it into a paragraph of explanation.



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.



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.



Quizzes

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



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

To do

- •
•
•
•
•
•
•
•
•

Subjects covered this half term

- [illegible]

Revision Timetable

Date

[illegible]

Subjects covered this half term

□ □ □ □ □ □

	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							

Revision Timetable

Date

[illegible]

Subjects covered this half term

□ □ □ □ □ □

	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							

Revision Timetable

Date

[illegible]

Subjects covered this half term

□ □ □ □ □ □

	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							

Revision Timetable

Date

[illegible]

Subjects covered this half term

□ □ □ □ □ □

	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							

Revision Timetable

Date

[illegible]

Subjects covered this half term

□ □ □ □ □ □

	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							

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

Confident Communicators

Oracy Passport for success Y10

H Skills and Topics

T

2

Money Talk (finance education)

Reasoning

Discussion



This Half Term to be a Confident Communicator in the Cognitive Strand I need to:

The Cognitive Strand: I can

- ☐ Give justified reasons for my arguments in discussions and class speaking
- ☐ Summarise points to provide clarity to myself and others
- ☐ Examine the views of others and actively respond

***Confident Communicator Challenge:** I can start a discussion at home on why it is important to be sensible with money*

Confident Communicators

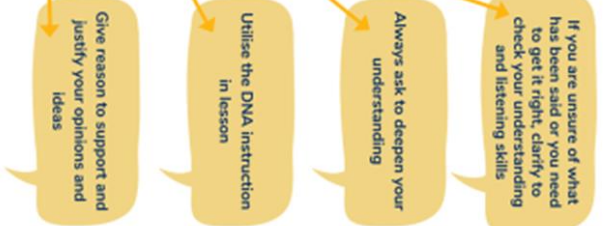
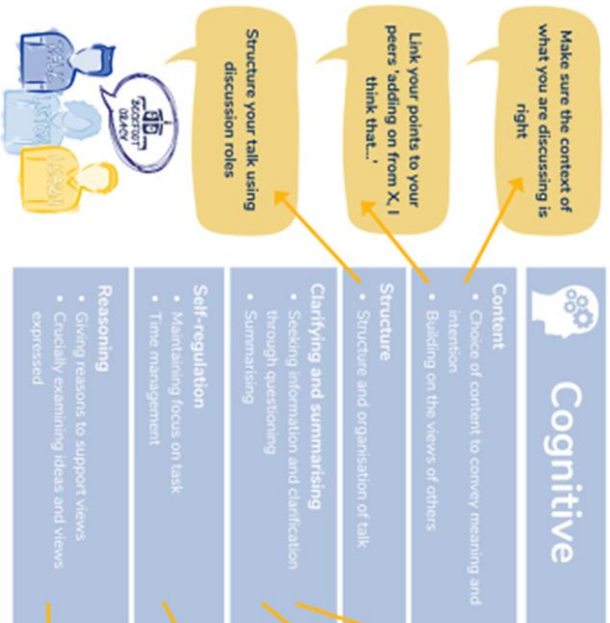
My reflection task is to: Explain what you should do in the money dilemmas

1. You notice your friend is spending a considerable amount of time on their own playing free online gambling games. What should you do?
2. Your friend asks you if they could borrow £5. Should you lend them it?
3. Your friend mentioned that they are using their parents' credit card to pay for extra's on their favourite computer game. Should you tell someone?
4. Your friend says that they have managed to get past the age identification on a bingo website. Is this a good idea?
5. Your friend often seems distracted. When you ask him/her what's going on, he/she says they're just thinking about how they can get more money for computer games. Is this a problem?
6. Your friend says they play gambling-style computer games on a free roulette website because they're bored. Is this a safe idea?
7. You notice your friend doesn't have any money for their lunch. When you ask why, they said they used that money betting at lunch time. What should you do?
8. Your friend recently turned 16 but looks a bit older, he says he's got a fake ID and wants to try and get into the bookies. What advice should you give them?
9. Your friend decides to buy a raffle ticket for a local fundraising event. Is this okay to do?
10. Your friend says they have spent most of the money they were meant to be saving for a new laptop on random trips to the shop. Theirs has now broken and their parents/carers are taking them shopping at the weekend to spend the money. How should they tell their parents/carers?

This Half Term I have spoken like a Beckfooter!!!



This Half Terms key fundamental skill to become a **Confident Communicator** is the: *Cognitive Strand*



Speak like a Beckfooter

Talk

Show pride by projecting your voice.

Practice: stand at the back of the room and project your voice so everyone can hear you.

Show your team work by turn taking in your class discussions.

Listen

Make eye contact with someone when they are speaking to you. This shows you are listening.

When you are listening to your teacher in class, make sure your hands are empty. That way you can focus on your listening skills.

Learn

Winston Churchill's speech "We shall Fight on the Beaches" has been voted one of the best speeches of all time. Why do you think this is?

Watch one of your teachers in lesson. How do they model the social and emotional strand?



Clear so all can hear
Speak in full sentences
Use correct vocabulary
Ready to build

Communication Pages

Date	To	From	Message	Please sign to acknowledge

Communication Pages

Date	To	From	Message	Please sign to acknowledge

Communication Pages

Date	To	From	Message	Please sign to acknowledge

