Beckfoot School

Knowledgeable And Expert Learners

enjoylearnsucceed

Name:.....

Tutor Group:.....

Contents

What should you be working on each week?

Homework:

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

Independent Learning:

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

Homework Instructions

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

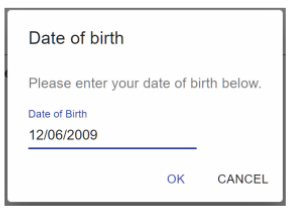
Logging in to Class Charts

Follow the steps below to access your student account.

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

2. Click on the Log in button.

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



Homework

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

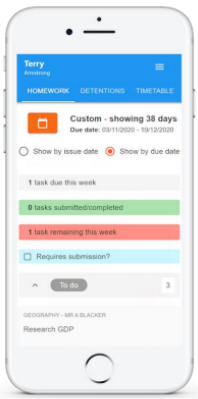
Selecting this tab will display a list of the homework tasks which you have been given.

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

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

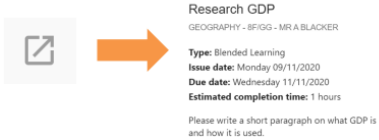
To display tasks in the order they are expected to be handed in, click on the Due date button.

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



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

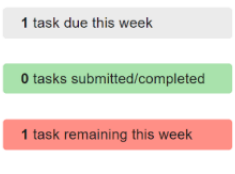
A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.



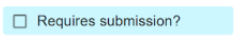
Keeping track of homework

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

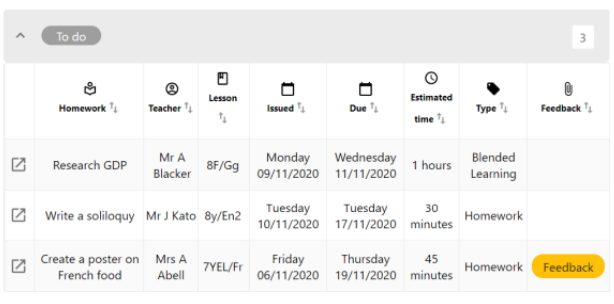
The three banners above the homework status categories count the number of homework tasks that are due this week, how many of those tasks you have completed and how many tasks you still need to complete.



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



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



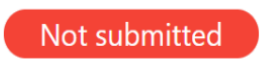
Homework status categories

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

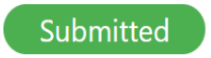
Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

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

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



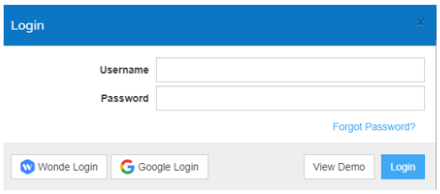
Submitted: These are homework tasks that have been handed in on time.



Homework Instructions: Maths

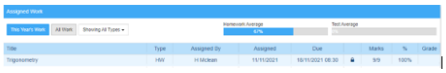
MathsWatch HOW TO GUIDE

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



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

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



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

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

Homework Instructions: English

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

Homework Instructions: Science

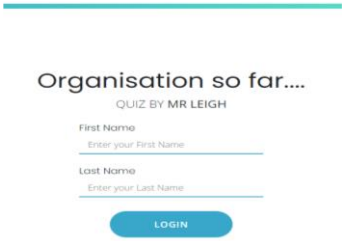
CAROUSEL LEARNING

Science Home Learning Instructions

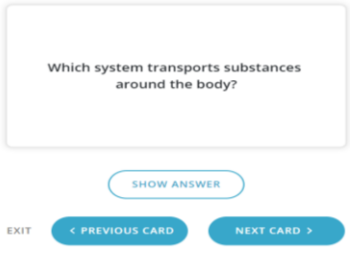
Please follow the instructions below to access your science home learning.

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

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



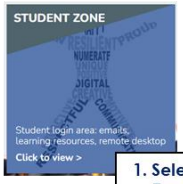
4. Type your first name and last name as it is written on the register to log into the quiz
5. Click on 'revise' and use 'look, cover, write and check' to go through the flash cards like the one below. Use your knowledge organiser to help you.



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

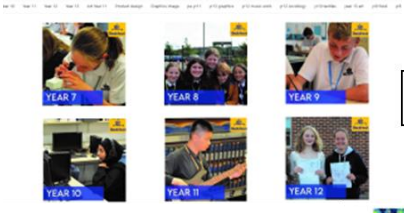
How to access My Learning Resources

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



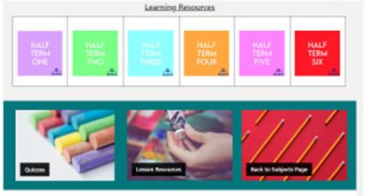
1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources



3. Select your year group

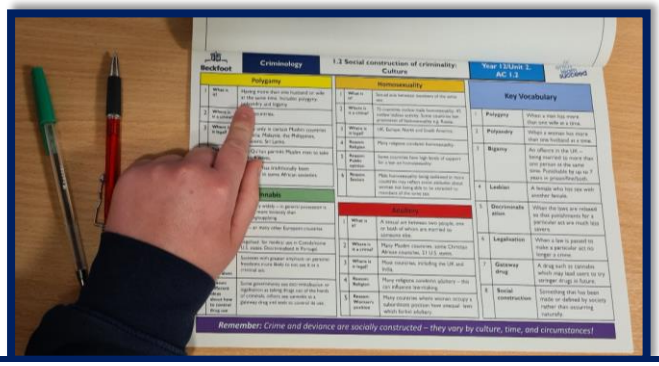
3. Select the subject you want to work on



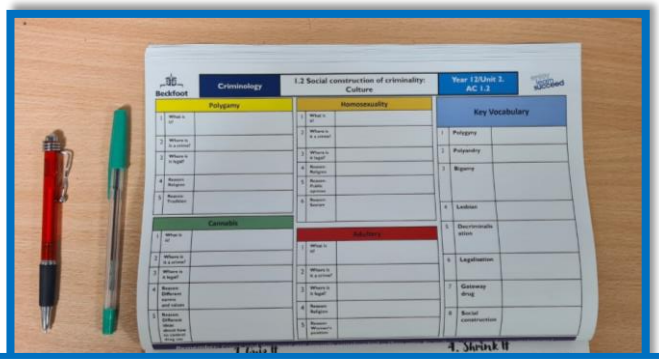
3. Select the relevant half term.

All the resources you need will be here

Independent Learning: How to 1 – Quiz It

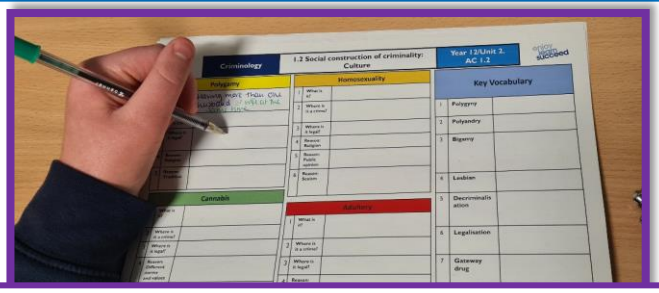


LOOK:
- Read through 3-5 items from you Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



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

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



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

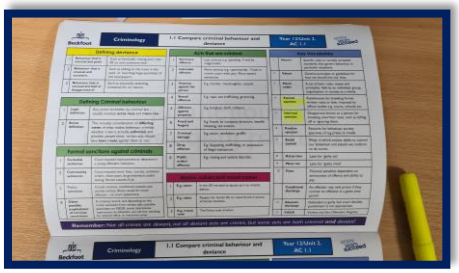
Independent Learning: How to 2 – Link It

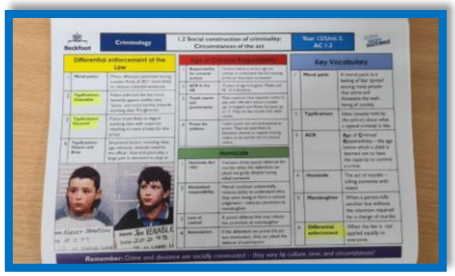
- **Choose 3-6 items from your knowledge organiser**
- **Write 3 sentences to show how these things link together**
- **You could:**

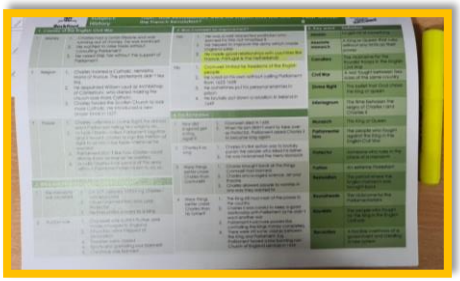
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

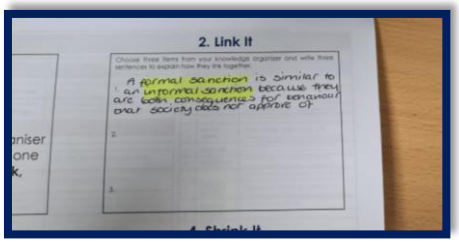
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

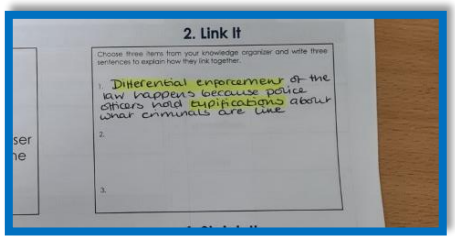
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…

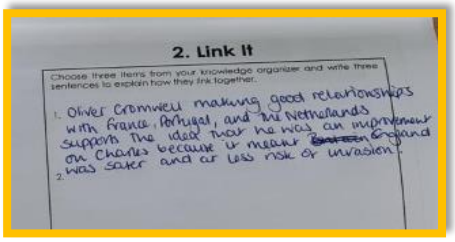






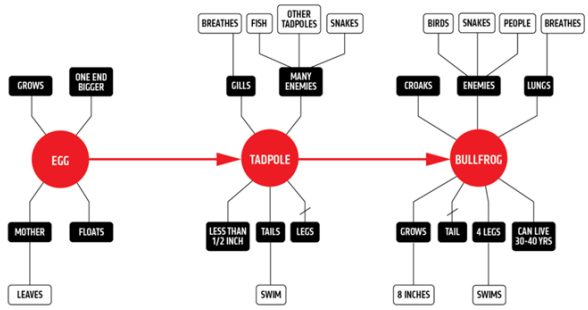




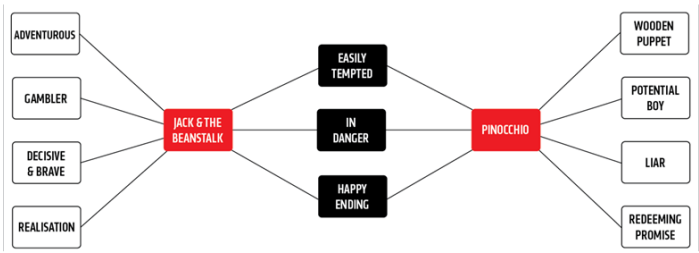


Independent Learning: How to – 3 Map It

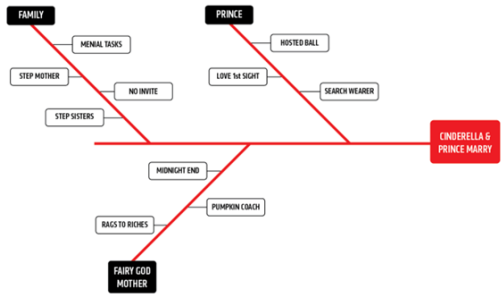
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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

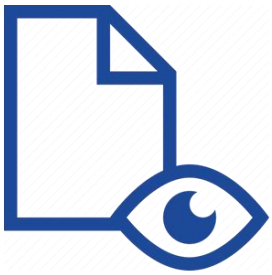


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk has in common wit 'Pinocchio'. The white boxes show what is different about the two stories.



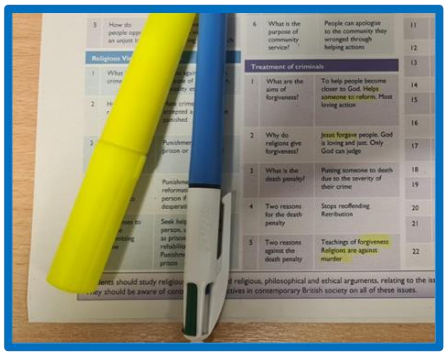
Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

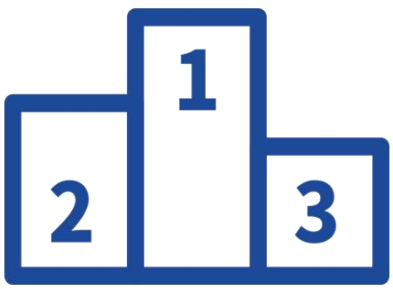
Independent Learning: How to 4 – Shrink It



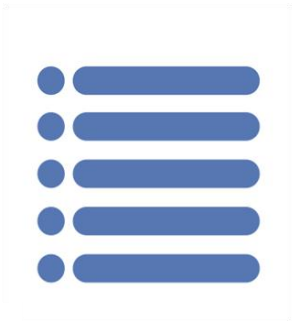
1. Skim over the Knowledge Organiser and look for the key information

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

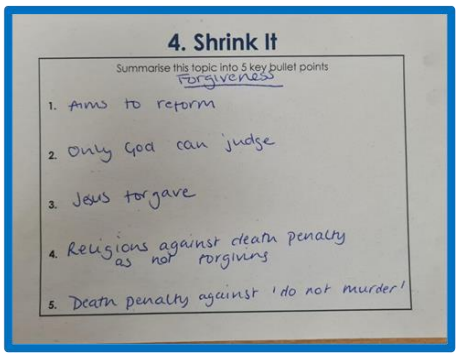




3. Rank your chosen points in order of importance



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

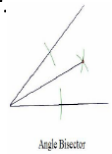


Subject: Maths	Term: Half Term 3 - November	Year Group: 10F

Algebra – Working with Symbols

1	Simplifying expressions **Collect 'like terms'.**	Be careful with negatives. x^2 and x are not like terms. $2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
2	Bracket Expansion	To expand a bracket, **multiply** each term **in the bracket** by the expression **outside** the bracket. $3(m + 7) = 3x + 21$
3	Factorise	The **reverse** of **expanding**. Factorising is writing an expression as a product of terms by '**taking out' a common factor**. $6x - 15 = 3(2x - 5)$, where 3 is the common factor.

Geometry and Measure – Constructions

1	**Angle Bisector: Cuts the angle in half.** 	1. Place the sharp end of a pair of compasses on the vertex (corner). 2. Draw an arc, marking a point on each line. 3. Without changing the compass put the compass on each point and mark a centre point where two arcs cross over. 4. Use a ruler to draw a line through the vertex and centre point.
2	**Perpendicular Bisector: Cuts a line in half and at right angles.**	1. Put the sharp point of a compass on A. 2. Open the compass over halfway on the line. 3. Draw an arc above and below the line. 4. Without changing the compass, repeat from point B.

Geometry and Measure – Loci

1	The locus of points **closer to B than A,**	Create a **perpendicular bisector** between A and B and shade the side closer to B.
2	The locus of points **equidistant from A**	Use a compass to draw a **circle** around centre A
3	The locus of points **equidistant to line X and line Y,**	Create an **angle bisector**
4	The locus of points a set **distance from a line,**	Create **two semi-circles** at either end joined by **two parallel lines.**

Geometry and Measures - Vectors

1	The **resultant** vector is the vector that results from **adding** two or more vectors together.	if $\underline{a} = \begin{pmatrix}4\\4\end{pmatrix}$ and $\underline{b} = \begin{pmatrix}2\\-2\end{pmatrix}$ then $\underline{a} + \underline{b} = \begin{pmatrix}4\\4\end{pmatrix} + \begin{pmatrix}2\\-2\end{pmatrix} = \begin{pmatrix}6\\2\end{pmatrix}$
2	A **scalar** is the **number** we **multiply** a vector by.	Example: $3a + 2b =$ $= 3\begin{pmatrix}2\\1\end{pmatrix} + 2\begin{pmatrix}4\\-1\end{pmatrix}$ $= \begin{pmatrix}6\\3\end{pmatrix} + \begin{pmatrix}8\\-2\end{pmatrix}$ $= \begin{pmatrix}14\\1\end{pmatrix}$

Key Vocabulary

1	Expression	A mathematical statement written using **symbols**, **numbers** or **letters**,
2	Vertex	A corner or a point where two lines meet.
3	Equidistant	A point is equidistant from a set of objects if the **distances between that point and each of the objects is the same**.
4	Congruent Shapes	Shapes are congruent if they are **identical** - **same shape** and **same size**.
5	Gradient	The gradient of a line is how **steep** it is.

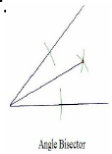
Algebra - Formulae

1	Writing Formulae (Derive) **Substitute letters for words** in the question.	Bob charges £3 per window and a £5 call out charge. $C = 3N + 5$ Where N=number of windows and C=cost

Subject: Maths	Term: Half Term 3 - November	Year Group: 10F

1	Simplifying expressions **Collect 'like terms'.**	
2	Bracket Expansion	
3	Factorise	

Geometry and Measure – Constructions

1	**Angle Bisector: Cuts the angle in half.** 	
2	**Perpendicular Bisector: Cuts a line in half and at right angles.**	

Geometry and Measure – Loci

1	The locus of points **closer to B than A,**	
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4	The locus of points a set **distance from a line,**	

Geometry and Measures - Vectors

1	The **resultant** vector is the vector that results from **adding** two or more vectors together.	
2	A **scalar** is the **number** we **multiply** a vector by.	

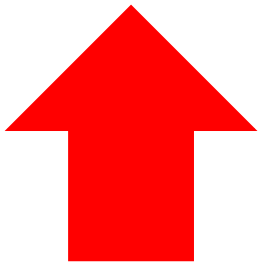
Key Vocabulary

1	Expression	
2	Vertex	
3	Equidistant	
4	Congruent Shapes	
5	Gradient	

Algebra - Formulae

1	Writing Formulae (Derive) **Substitute letters for words** in the question.	

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.

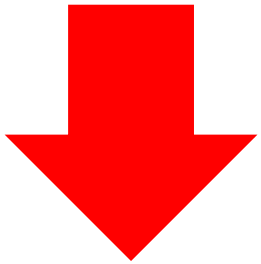
1.

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

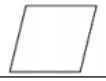
Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Subject: Maths	Term: Half Term 3 – November Part 1	Year Group: 10H

Geometry & Measure – Polygons

1

SPECIAL QUADRILATERALS (4 sided polygon) - Properties

1	**Square**		4 equal sides 4 right angles 2 pairs of parallel sides Diagonals cross at right angles	4 lines of symmetry Rotational symmetry order 4
2	**Rectangle**		2 pairs of equal sides 4 right angles 2 pairs of parallel sides	2 lines of symmetry Rotational symmetry order 2
3	**Rhombus**		4 equal sides 2 pairs of equal angles 2 pairs of parallel sides Diagonals cross at right angles	2 lines of symmetry Rotational symmetry order 2
4	**Parallelogram**		2 pairs of equal sides 2 pairs of equal angles 2 pairs of parallel sides	0 lines of symmetry Rotational symmetry order 2
5	**Kite**		2 pairs of equal sides 1 pairs of equal angles 2 pairs of parallel sides Diagonals cross at right angles	1 lines of symmetry Rotational symmetry order 1
6	**Trapezium**		1 pair of parallel sides	
7	**Isosceles Trapezium**		1 pair of parallel sides 1 pair of equal sides 2 pairs of equal angles	1 lines of symmetry Rotational symmetry order 1

2	Sum of interior angles	For an n-sided polygon Sum of interior angles = 180 × $(n-2)$
3	Sum of exterior angles	For all polygons: Sum of exterior angles = 360
4	Regular polygons	$Exterior\ angle$ = 360 ÷ $number\ of\ sides$ $number\ of\ sides$ = 360 ÷ $Exterior\ Angle$ $Interior\ angle$ = 180 − $Exterior\ angle$

Ratio, Proportion and rates of change – Proportion

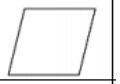
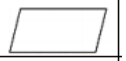
1	Direct proportion	"y is proportional to x" $y \propto x$ $y = kx$
2	Indirect proportion	"y is inversely proportional to x" $y \propto \frac{1}{x}$ $y = \frac{k}{x}$
3	Directly Proportional graph	The graph of two quantities in direct proportion will go through the origin and have a positive gradient

Key Vocabulary

1	Regular polygon	All sides the same length All angles the same size
2	Direct proportion	Two quantities increase at the same rate
3	Indirect proportion	One variable increases at a constant rate as the second variable decreases
4	Constant of proportionality	Represented by k. Its value stays the same
5	Rate of change	The gradient of a tangent to the curve can be used to calculate the rate of change at any given point
6	Conversion graph	A line graph to convert one unit to another.

Subject: Maths	Term: Half Term 3 – November Part 1	Year Group: 10H

Geometry & Measure – Polygons

1	SPECIAL QUADRILATERALS (4 sided poly	
1	Square	
2	Rectangle	
3	Rhombus	
4	Parallelogram	
5	Kite	
6	Trapezium	
7	Isosceles Trapezium	
2	Sum of interior angles	
3	Sum of exterior angles	
4	Regular polygons	

Ratio, Proportion and rates of change – Proportion

1	Direct proportion	
2	Indirect proportion	
3	Directly Proportional graph	

Key Vocabulary

1	Regular polygon	All sides the same length All angles the same size
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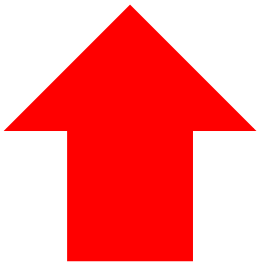
1. Quiz It



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2. Link It

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

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3. Map It

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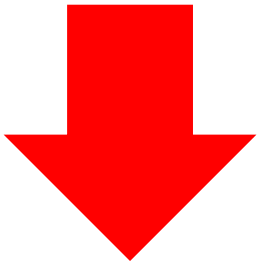

4. Shrink It

Summarise this topic into 5 key bullet points

1.

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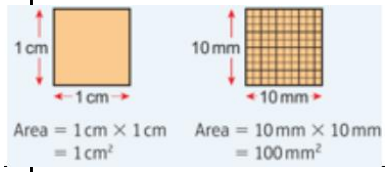
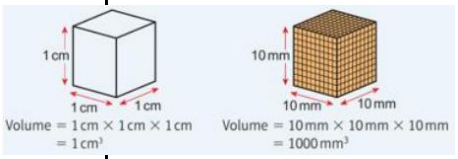
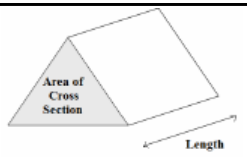
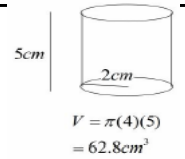
3. Map it

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

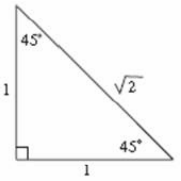
Subject: Maths	Term: Half Term 3 – November Part 2	Year Group: 10H

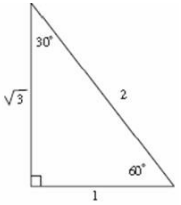
Geometry & Measure – Area & Volume

1	Area units	$1\ cm^2 = 100\ mm^2$ $1m^2 = 10000\ cm^2$ 
2	Volume units	$1\ cm^3 = 1000\ mm^3$ $1\ m^3 = 1000000\ cm^3$ 
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	$2\pi r^2 + 2\pi rh$

Geometry & Measure – Trigonometry 1

1	**Sine**	$\sin\theta = \frac{O}{H}$	$\theta = \sin^{-1}\frac{O}{H}$	O / S x H
	Cosine	$\cos\theta = \frac{A}{H}$	$\theta = \cos^{-1}\frac{A}{H}$	A / C x H
	Tangent	$\tan\theta = \frac{O}{A}$	$\theta = \tan^{-1}\frac{O}{A}$	O / T x A
2	Exact Values for Angles in Trigonometry			





Θ	0°	30°	45°	60°	90°
Sin Θ	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
Cos Θ	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
Tan Θ	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	

Subject: Maths	Term: Half Term 3 – November Part 2	Year Group: 10H

Geometry & Measure – Area & Volume

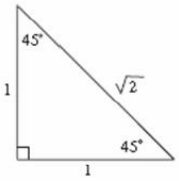
1	Area units	1 cm² = 100 mm² 1m² = 10000 cm²
2	Volume units	1 cm³ = 1000 mm³ 1 m³ = 1000000 cm³
3	Volume of a Prism = Area of cross section x length	
4	Volume of a Cylinder $V = \pi r^2 h$	
5	Surface Area of Cylinder	$2\pi r^2 + 2\pi rh$

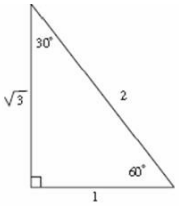
Geometry & Measure – Trigonometry 1

1

Sine			
Cosine			
Tangent			

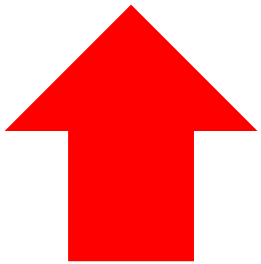
2 Exact Values for Angles in Trigonometry





Θ	0°	30°	45°	60°	90°
Sin Θ					
Cos Θ					
Tan Θ					

1. Quiz It



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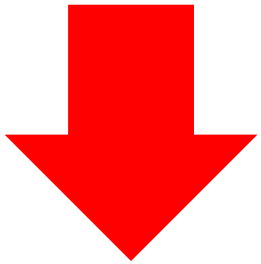

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Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

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English Language Paper 2

Writers' viewpoints and perspectives

Year Group: 10 & 11

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Question Summary

	Skill(s) assessed	Marks, timings and question stems	Paragraph structure
1	**Retrieval and inference**	• **4 marks** • (10 minutes including reading source A) • "Choose four statements…"	Shade the circles in the four boxes of the ones that you think are true.
2	**Summarise and Compare**	• **8 marks** • (10 minutes including reading source B) • "Use details from **both** sources to write a summary of …" • 2 paragraphs	**P**oint **E**vidence **I**nference **C**ompare **P**oint **E**vidence **I**nference
3	**Analysis**	• **12 marks** • (15 minutes) • "How does the writer use language to describe…" • 3 paragraphs	**P**oint **E**vidence **A**nalysis
4	**Compare Writers' Perspectives**	• **16 marks** • (25 minutes) • *"Compare how the writers convey their different perspectives on…"* • *3-4 paragraphs*	**P**erspective **O**pinion **M**ethod **C**ompare **P**erspective **O**pinion **M**ethod
5	**Transactional writing**	• **40 marks** • *24 marks for content and organisation* • *16 marks for technical accuracy* • (45 minutes) • You will be asked to write either an article, leaflet, speech, essay or letter	**Purpose laid out in an interesting way**- Picture this:, imagery, alliteration, repetition **Like it**- your reason for your view **Evidence**- Don't just take my word for it… **Alternative view**- Some people believe… **Shut it down**- But you are wrong!.. **Emotive plea**- Now, picture this, imagery, emotive language

Useful paragraph ideas for (Q5)

1	**Plan**	Consider Purpose, audience and form. Consider which language and structural choices will be appropriate.
2	**Introduction**	An interesting introduction that grabs the examiners attention not "I'm writing to you because"
3	**Comparison**	Make a comparison to a different place, time, group of people, idea, situation
4	**Counter Argument**	Recognise and appreciate how your intended reader may counter argue your points and explain why they're wrong.
5	**Descriptions**	Spend at least three sentences describing the quality, condition feeling etc. Lots of marks for imagery available here!
6	**Examples**	Give an example from your own knowledge or historical understanding. Don't make up statistics.
7	**Metaphors**	Think of a metaphor that could be used to represent this situation
8	**Use a short paragraph**	Don't forget one sentence paragraphs for impact

Types of Transactional Writing (Q5)

1	**Article**	Attention grabbing headline, strapline, subheadings An overview paragraph Effectively sequenced paragraphs
2	**Leaflet**	Title, subheadings Effective paragraphs/sections
3	**Speech**	Clear address to audience and clear sign off Rhetorical indicators that the audience is being addressed throughout Effective paragraphing
4	**Essay**	Effective introduction and conclusion Effectively sequenced ideas and paragraphs
5	**Letter**	Formal mode of address and an appropriate mode of signing off Effective paragraphing

Key Language Terminology (Q3, 4 and 5)

1	**Hyperbole**	Exaggeration
2	**Alliteration**	Using the same sound at the starts of words and placing them close together.
3	**Facts and opinions**	We need to be able to differentiate between facts and opinions. Both are used to support arguments.
4	**Repetition**	Repeating something for impact.
5	**Rhetorical questions**	A question that the writer already knows the answer to.
6	**Emotive language**	Causing an emotional response from the reader
7	**Statistics**	Facts which use numbers. Recognise how these are persuasive but it's best to avoid making statistics up.
8	**Rule of three**	Listing three adjectives or ideas.
9	**Inclusive pronouns**	Makes the reader feel as though they are a community working towards something together E.g. We, us, our
10	**Direct address**	Makes the reader feel as though it is their responsibility E.g. you
11	**Metaphor**	Suggesting something is something it isn't as a means of comparison
12	**Imperative**	Command

Beckfoot

English Language Paper 2

Writers' viewpoints and perspectives

Year Group: 10 & 11

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Question Summary

	Skill(s) assessed	Marks, timings and question stems	Paragraph structure
1	Retrieval and inference		
2	Summarise and Compare		
3	Analysis		
4	Compare Writers' Perspectives		
5	Transactional writing		

Useful paragraph ideas for (Q5)

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3	Comparison	
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5	Descriptions	
6	Examples	
7	Metaphors	
8	Use a short paragraph	

Types of Transactional Writing (Q5)

1	Article	
2	Leaflet	
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4	Essay	
5	Letter	

Key Language Terminology (Q3, 4 and 5)

1	Hyperbole	
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9	Inclusive pronouns	
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12	Imperative	

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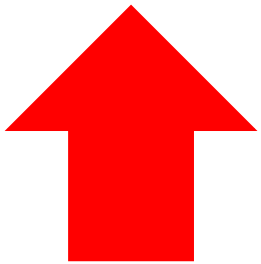

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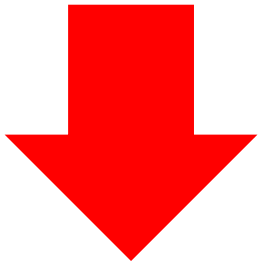

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Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

English Literature	Frankenstein	Year Group: 10 & 11

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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 Montonvert 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.
2	**Victor Frankenstein**	Protagonist. Driven by ambition and Science. His quest for power leads him to his own downfall.
3	**Alphonse Frankenstein**	Victor's father. An example of kindness and selflessness.
4	**Caroline Frankenstein**	Victor's loving mother. A paradigm of motherly concern and generosity. Her death provides the catalyst for Victor to transcend death.
5	**William**	Victor's youngest brother who was murdered by the creature
6	**Justine Moritz**	Frankenstein family servant, who is more like family. She was framed by the creature and executed for William's murder.
7	**De Laceys**	Parisian's turned rural farmers. They are poor, but kind, loving and good.
8	**The Creature**	A product of Victor's scientific experiment that went wrong. He is rejected by everyone and longs for acceptance.
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.
10	**Elizabeth**	Victor's adopted sister and bride. She is a passive and idealised

Themes

1	**Ambition/ obsession**	Both Victor and Walton aim for major discoveries/achievements. Victor's tale is a warning to not be overly ambitious.
2	**Family/Love**	Family is important to Victor and the Creature. The Creature longs for family/love but is always rejected.
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	**Revenge**	Both Victor and the creature feel wronged and seek revenge even at the cost of their own safety, health and happiness.
5	**Man vs God**	Both Victor and Walton talk of conquering nature with science which emphasizes there risk-taking and ambitious natures.

Context

1	**Mary Shelley**	Born in 1797, most famous for *Frankenstein.* 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.

Key Vocabulary

1	**Epistolary Novel**	Novel written in the form of letters which allows the writer to establish the narrative POV clearly.
2	**Frame Narrative**	A narrative within a narrative. This allows us to see events from different perspectives.
4	**Allegory**	Characters/events represent ideas about religion, morals or politics.
5	**Foreshadowing -**	When something gives the reader a hint about what will take place in the future.
6	**Transgression**	An act that goes against a law, rule or code of conduct; an offence.
7	**Age of Enlightenment**	An intellectual and philosophical movement that dominated the world of ideas in Europe during the 17th-19th Century.

Beckfoot	English Literature	Frankenstein	Year Group: 10 & 11	enjoy learn succeed

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**	

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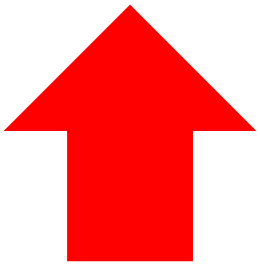

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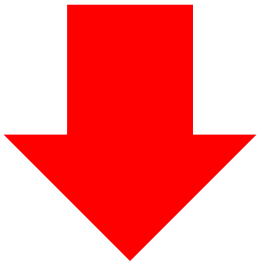

4. Shrink It

Summarise this topic into 5 key bullet points

1.

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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: using resources	Year Group: 10

Finite and renewable resources

1	Finite resources	Can't be replaced as quickly as they are being used.
2	Example for finite	Fossil fuels and metals
3	Renewable resources	We can replace them as quickly as we use them. Will never run out
4	Examples for renewable	Wood,

Synthetic replacements

Common examples of synthetic replacements

1	Wool is replaced by acrylic fibres.
2	Cotton is replaced by polyester.
3	Wood for use in construction is replaced by PVC and MDF composites

Reuse and recycling

Importance of reuse and recycling and examples of materials reused and recycled

1	Help save limited resources and energy.
2	Reduce the amount of hazardous waste produced and less harmful effect on the environment. Quarrying causes habitat loss, noise pollution and release carbon dioxide.
3	Glass bottles can be reused- they can be crushed or melted to make different types of jars.
4	Plastic bottles are recycled to make fleece jackets and carpets.
5	Melt and recast metals into different products. The problem is different metals need to be separated before being recycled.

Potable water

Steps to obtain potable water

1	Choose a source of water
2	Remove solids such as dirt and mud
3	Remove bacteria and unwanted minerals such as salt.
4	Add chlorine to kill germs
5	Salt water must be desalinated to provide potable water. Distillation can be used to desalinate sea water. Sea water can also be treated by reverse osmosis, but this is expensive as it uses a lot of energy.

Treating waste water

Stages of sewage treatment

1	Screening and grit removal.
2	Sedimentation to produce sewage sludge and effluent.
3	Anaerobic digestion of sewage sludge – biogas produced/ remaining sludge can be used as fuel.
4	Aerobic biological treatment of effluent. Effluent can be discharged back into rivers.

Extraction of copper from low-grade copper ores (H)

1	Bioleaching	Bacteria is added to water from the lakes. Leach out copper from the bacteria.
2	Phytomining	Grow plants in copper containing soil. Plants absorb copper ions. Cut down plants and burn. Extract copper from the ash by electrolysis. The disadvantage of phytomining is plants grow slowly.

Key Vocabulary

1	finite	Will run out eventually
2	renewable	We can replace them as we use them
3	sustainable	generation without compromising the ability of the meets the needs of the current future generations to meet their needs.
4	Potable water	Water that is naturally safe for humans to drink
5	Life cycle assessment(LCA)	LCA is the environmental impact of a product.

Life cycle assessment

	Stages of a product's life	Impact on the environment
1	Extracting and processing raw materials	Large amount of energy required, causes pollution and damaging habitat through quarrying, mining or felling of trees.
2	Manufacturing and packaging	Use a large amount of energy and causes pollution. Use up land for factories. Releases harmful products.
3	Use of the product	It depends on the product- use a lot of energy, release toxic waste or damage the environment
4	Product disposal	Use up landfill sites. This takes up space and pollute land and water. Products might be burnt which could cause pollution.

Subject: Science (Chemistry)	Topic: using resources	Year Group: 10

Finite and renewable resources

1	Finite resources	
2	Example for finite	
3	Renewable resources	
4	Examples for renewable	

Synthetic replacements

Common examples of synthetic replacements

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Reuse and recycling

Importance of reuse and recycling and examples of materials reused and recycled

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Potable water

Steps to obtain potable water

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Treating waste water

Stages of sewage treatment

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Extraction of copper from low-grade copper ores (H)

1	Bioleaching	
2	Phytomining	

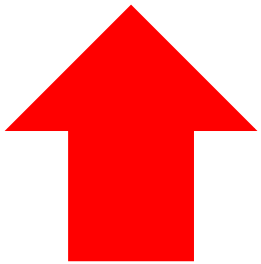
Key Vocabulary

1	finite	
2	renewable	
3	sustainable	
4	Potable water	
5	Life cycle assessment(LCA)	

Life cycle assessment

	Stages of a product's life	Impact on the environment
1	Extracting and processing raw materials	
2	Manufacturing and packaging	
3	Use of the product	
4	Product disposal	

1. Quiz It



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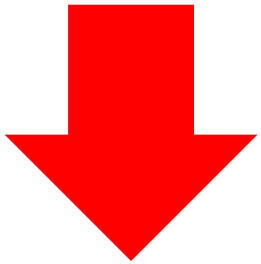

4. Shrink It

Summarise this topic into 5 key bullet points

1.

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3. Map it

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

Beckfoot

Subject: Science (Chemistry)	Topic: using resources -Triple	Year Group: 11

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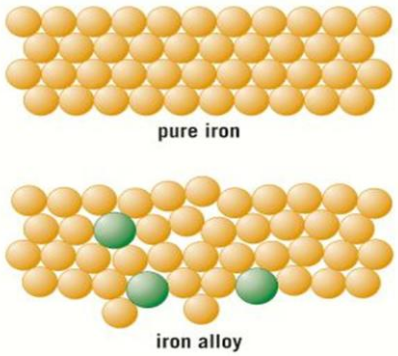
Corrosion

Iron + Oxygen + Water → Hydrated Iron (III)Oxide

How to protect metals from corrosion

1	Coatings- Grease, paint or electroplate
2	Natural coatings (Aluminium Oxide)
3	Sacrificial protections

Alloys



Ceramics

ceramic		manufacture	properties	uses
1	Soda-lime glass	Heat a mixture of sand, sodium carbonate and limestone	Transparent and brittle	Everyday glass objects
2	Borosilicate glass	Heat sand and boron trioxide.	Higher melting point than soda lime glass	Oven glassware and test tubes.
3	Clay ceramics (pottery + bricks)	Shape wet clay then heat in a furnace	Hard, brittle, easy to shape before manufacture, and resistant to corrosion	Crockery, construction and plumbing fixtures.

Alloys- properties and use

Alloy		composition	properties	use
1	bronze	Copper and tin	Resistant to corrosion	Statues, decorative items and ship propellers.
2	brass	Copper and zinc	Very hard but workable	Door fittings, taps and musical instruments.
3	Gold	Mostly gold with copper, silver and zinc.	Lustrous, corrosion resistant, hardness depends on carat.	Jewellery- 24 carat is 100% gold.
4	High carbon steel	Iron with 1-2% carbon.	Strong but brittle	Cutting tools and metal presses.
5	Low carbon steel	Iron with less than 1% carbon	Soft, easy to shape	Cars, machinery, ships, containers and structural steel
6	Stainless steel	Iron with chromium and nickel	Resistant to corrosion, hard	Cutlery and plumbing.
7	Aluminium	Over 300 available	Low density	Aircraft and military uses.

Composites

1	Composites are mixtures of material for specific uses.
2	The main material is called the matrix or binder.
3	Second material is added as threads or fragments.
4	Examples- concrete (cement and gravel), reinforced concrete(concrete and steel rods), plywood(thin sheets of wood and glue) and MFD(woodchips in polymer resin)

Haber Process

$N_2(g) + 3H_2(g) \rightleftharpoons 2NH_3(g)$

1	Nitrogen and Hydrogen are pumped through pipes.
2	Pressure of the gas mixture is increased to 200 atmospheres.
3	Pressurised gases are heated to 450°C and passed through a tank containing Iron catalyst
4	Reaction mixture is cooled, ammonia liquifies and then removed.
5	Unreacted Nitrogen and hydrogen are recycled.

NPK Fertilisers

1	**Nitrogen**- From Ammonia. Used to manufacture Ammonium salts and Nitric acid.
2	**Phosphorus**- Comes from mined phosphate rock. Treat the rock with nitric or sulfuric acid
3	**Potassium**- Potassium chloride and potassium sulphate. Common sources -Obtained by mining

NPK fertilisers provide plants with the essential elements for growth.

Beckfoot

Subject: Science (Chemistry)	Topic: using resources -Triple	Year Group: 11

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Corrosion

How to protect metals from corrosion

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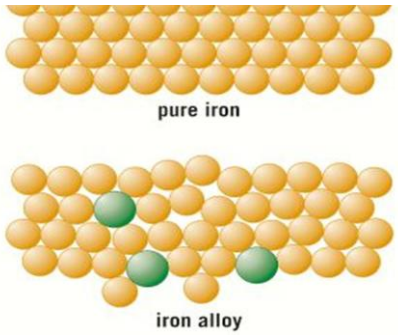
Alloys



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4	High carbon steel			
5	Low carbon steel			
6	Stainless steel			
7	Aluminium			

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Haber Process

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NPK Fertilisers

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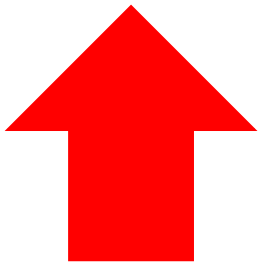
1. Quiz It



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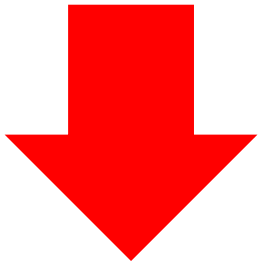

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Beckfoot

Subject: Science (Physics)	Topic: Electricity - circuits	Year Group: 10

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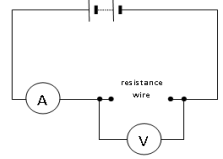
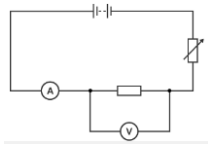
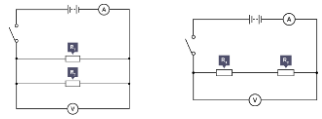
Circuit symbols

1	cell	8	switch (open)
2	battery	9	switch (closed)
3	lamp	10	resistor
4	fuse	11	variable resistor
5	diode	12	thermistor
6	LED	13	voltmeter
7	LDR	14	ammeter

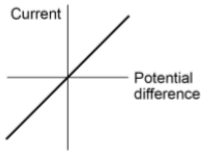
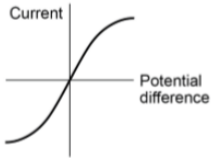
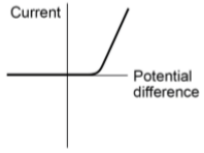
Required practicals

1	Independent: length of wire Dependent: resistance (determined by measuring I and V and then R=V/I) Control: temperature, wire thickness	How does the length of a wire affect its resistance? 
2	This set-up is used to collect data to plot an I-V graph for a resistor. Ammeters are always connected in series and voltmeters in parallel. The variable resistor alters the pd.	
3		What happens to resistance in series and parallel? Use R=V/I to determine total R.

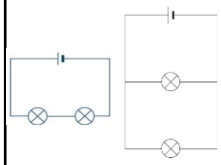
Key equations

1	Charge (Q) = current (A) x time (s)	Q = I x t
2	Potential difference (V) = current (A) x resistance (Ω)	V = I x R
3	Power (W) = current (A) x voltage (V)	P = I x V
4	Power (W) = current (A) ^{2} x resistance (Ω)	P = I^2 x R
5	Energy transferred (J) = power (W) x time (s)	E = P x t
6	Energy transferred (J)= charge x potential difference (V)	E = Q x V

Current-Voltage graphs

1		**Resistor I-V graph** Current and voltage are directly proportional. Resistance is constant.
2		**Filament lamp I-V graph** The resistance increases as the temperature of the filament increases.
3		**Diode I-V graph** Current only flows in one direction. The diode has a very high resistance in the reverse

Series and parallel circuits

1		Series circuits have one loop. Parallel circuits have two or more loops.
2	Current	Series: is the same everywhere. Parallel: is split between loops
3	Potential difference	Series: pd of power supply is shared between components. Parallel: is same across each loop
4	Resistance	Series: total R = sum of resistances of all components Parallel: total R is reduced as current can follow more paths

Key Vocabulary

1	**Current**	The rate of flow of electrical charge.
2	**Potential difference (voltage)**	A measure of how much energy is transferred between two points in a circuit.
3	**Resistance**	A measure of how difficult it is for current to flow through a component.
4	**Thermistor**	A component whose resistance decreases as temperature increases.
5	**LDR**	A component whose resistance decreases as light intensity increases.

Beckfoot

Subject: Science (Physics)	Topic: Electricity - circuits	Year Group: 10

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Circuit symbols

1		8	
2		9	
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4		11	
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Required practicals

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Key equations

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Current-Voltage graphs

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Series and parallel circuits

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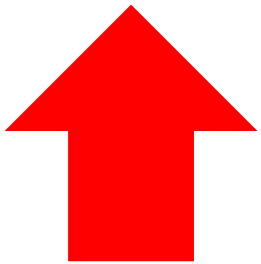
Key Vocabulary

1	**Current**	
2	**Potential difference (voltage)**	
3	**Resistance**	
4	**Thermistor**	
5	**LDR**	

1. Quiz It



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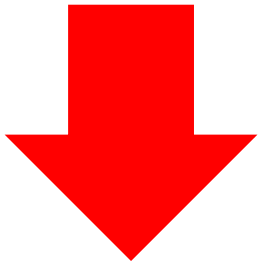

4. Shrink It

Summarise this topic into 5 key bullet points

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

Beckfoot

Subject: Science (Physics)	Topic: Electricity – mains & static	Year Group: 10

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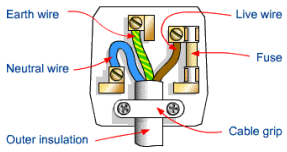
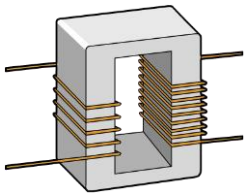
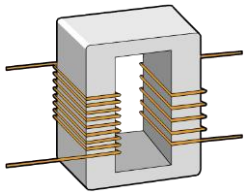
Mains electricity

1	In the UK domestic mains electricity is an ac supply.	
2	It has a frequency of 50 Hz and is 230 V.	
3		**Live** – carries alternating pd from the supply. **Neutral** – completes the circuit. **Earth** – stops appliance becoming live.

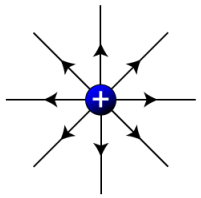
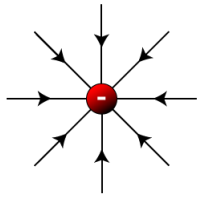
National grid

1	Electrical power is transferred from power stations to consumers using the national grid.	
2		Step-up transformers increase the potential difference from the power station to the transmission cables, reducing the current in the cables. This means less energy is wasted as heat in the wires.
3		Step-down transformers are used to decrease the potential difference to a safer level for domestic use.

Energy transfers

1	All electrical appliances transfer energy from on store to another. E.g. motors transfer energy from the mains to the kinetic energy of the motor.
2	The amount of energy transferred depends on the power of the appliance and how long it is on for (E=Pt).

Electric fields (Physics only)

1	All charged objects have an electric field around them. This is a region where charges experience a force.	
2	Electric field around positively charged sphere. 	Electric field around a negatively charged sphere 
3	Field lines point away from positive charges and towards negative charges as they show the direction a positive charge would move.	
4	The closer together the arrows are, the stronger the field, meaning that the field is stronger closer to the charge.	
5	If another charged object is placed in the electric field it experiences a force. The force gets stronger as the distance between the objects decreases.	

Key Vocabulary

1	**Alternating current**	A current that regularly changes direction.
2	**Direct current**	A current that flows in one direction only.
3	**Conductor**	Materials through which electrical charge flow easily. Materials with low resistances.
4	**Insulator**	Materials through which electrical charges do not flow easily. Have high resistances.
5	**Power**	Energy transferred each second.

Static electricity (Physics only)

1	When insulators are rubbed against each other electrons are rubbed off one material and on to the other.
2	The material that gains electrons becomes negatively charged. The material that loses electrons is left with a positive charge.
3	Objects with the same charge repel. Objects with opposite charges attract.
4	Attraction and repulsion between two charged objects are examples of non-contact force.

Subject: Science (Physics)	Topic: Electricity – mains & static	Year Group: 10

Mains electricity

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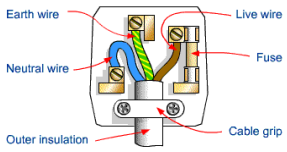
3		

National grid

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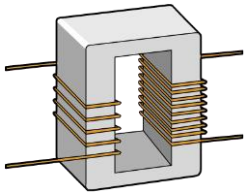
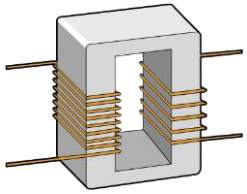
2		
3		

Energy transfers

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Electric fields (Physics only)

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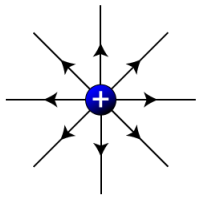
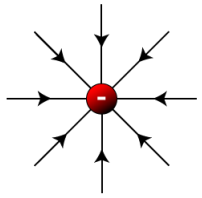
2		
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Key Vocabulary

1	**Alternating current**	
2	**Direct current**	
3	**Conductor**	
4	**Insulator**	
5	**Power**	

Static electricity (Physics only)

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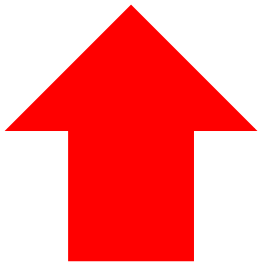

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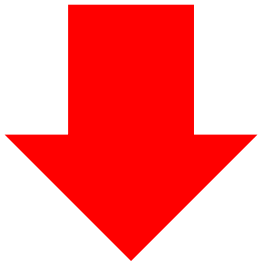

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Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

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

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

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

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

Comprehension

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

1. Do you understand what it means literally?

2. Can you see what's implied?

To achieve these things:

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

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

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

Remember: not every text has implied meaning.

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

Summarising

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

Follow these steps:

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

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

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

Revise Like a Beckfooter

Summary: How to flash cards

1 Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

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

2 Colour coding

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

3 Designing

1 Question per flashcard.

Making them concise and clear.

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

No extended answer questions.

4 Using

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

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5 Feedback

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

Is there anything you need to revisit in more detail?

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

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

Summary: How to create a mind map

1 Identify knowledge

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

2 Identify sub topics

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

3 Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4 Use images & colour

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

5 Put it somewhere visible

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

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

Summary: Self Quizzing

1 Identify knowledge

Identify knowledge/content you wish to cover.

2 Review and create

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

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

3 Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4 Self mark & reflect

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

5 Next time

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

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

Summary: Brain dumps

1 Identify knowledge

Identify the knowledge/topic area you want to cover.

2 Write it down

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

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

3 Organise information

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

This categories/links information.

4 Check understanding

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

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

5 Store and compare

Keep your brain dump safe and revisit it.

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

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

Revise Like a Beckfooter

Summary: Dual Coding

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





1. Drawings

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

2. Diagrams

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

3. Posters

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

4. Timelines

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

5. Graphic organisers

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

4 Key Principles for using dual coding

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

Chunk - Divide the content into groups of related information;

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

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

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

Summary: Spacing

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

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

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

Optimum Spacing

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

Why use Spacing?

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

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

Summary: Interleaving

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

A ⇨ B ⇨ C ⇨ D

B ⇨ D ⇨ A ⇨ C

1. Switch

Switch between topics during each session.

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

2. Review in different orders

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

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

3. Make links to remember more.

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

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

Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

Additional Revision Strategies

Brain Dump

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

Flash cards

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

Map it out

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

Past papers

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

Quizzes

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

Thinking hard: Reduce

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

Practice Introductions

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

Thinking hard: Transform

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

Thinking hard: Connect

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

Key vocabulary

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

Revision Timetable

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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		
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Reflect Like a Beckfooter

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

Before a task, ask yourself:

Comprehension

What is this task about?

What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

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

Strategy

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

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

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

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

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

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

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

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

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

How do I know?

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

What emotions did I experience during the task?

Why?

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

Confident Communicators
Oracy Passport for success Y10

H T	Skills and Topics
	Mental health discussion Reasoning Discussion Listening

This Half Term to be a Confident Communicator in the Social and Emotional Strand I need to:

Social and emotional

- ❑I can manage group discussion by being a leader
- ❑I can recognise when its appropriate to talk and when to listen
- ❑I can support others in a group to feel confident in sharing their voice

Confident Communicator Challenge:
I can express how I am feeling

Confident Communicators
My reflection task is to: Complete the self care check-in

Emotional Self-Care	
Enjoying hobbies	
'Unplugging' from technology (e.g. email, social media)	
Expressing emotions and feelings (e.g. talking, journaling)	
Appreciating own talents, accomplishments, and strengths	
Taking days off/rest days from responsibilities	
Learning about or exploring new things (e.g. hobbies, foreign languages)	
Practicing self-nurturing activities (e.g. long bath, gentle walk)	
Laughing about things	
Taking a holiday, escape, or mini-break	
General emotional self-care	

Physical Self-Care	
Attending health upkeep appointments (e.g. dental or GP checkups)	
Resting when unwell	
Drinking enough water	
Getting sufficient sleep	
Enjoying group exercise (e.g. gym classes, hobbies)	
Eating regular meals	
Exercising out of doors	
Maintaining good hygiene	
Eating a healthy diet	
General physical self-care	

Social Self-Care	
Making time for friends or family	
Staying in contact with distant connections (e.g. Skype, Facetime)	
Engaging in mentally stimulating discussions	
Being intimate/romantic with partner	
Asking for help when you require it	
Doing fun activities with others/ enjoyable group activities	
Spending quiet private time with partner	
Making new friends/talking to new people	
Overall social self-care	

RAG rate how well you are doing at each area of the self-care check in

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

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

Make sure the context of what you are discussing is right

Link your points to your peers 'adding on from X, I think that...'

Structure your talk using discussion roles

Cognitive

Content
- Choice of content to convey meaning and intention
- Building on the views of others

Structure
- Structure and organisation of talk

Clarifying and summarising
- Seeking information and clarification through questioning
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Crucially examining ideas and views expressed

If you are unsure of what has been said or you need to get it right, clarify to check your understanding and listening skills

Always ask to deepen your understanding

Utilise the DNA instruction in lesson

Give reason to support and justify your opinions and ideas

Physical | Linguistic | Cognitive | Social & Emotional

The Cognitive Strand of oracy is all about the thoughts you have and the questions you ask during discussions. It includes: Content of talk and audience awareness.

Speak like a Beckfooter

Talk

Talk to someone about how you are feeling. Remember to talk about the positives as well!

Talk to someone about what you enjoy about school

Listen

Listen to YouTube video or Tik Tok on growth mindset

Listen to you parents/carers about their experiences with wellbeing

Learn

Explore more about the experiences of the people around you

Research different ways of supporting your wellbeing through talk

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