# Beckfoot School Knowledgeable And Expert Learners

# 2023/24 Half-Term 2 enjoylearnsucceed

Name:
-------

Tutor group: .....

### Contents

•	Homework Instructions QR Codes	3
•	Independent Learning: Revise Like a Beckfooter	4
•	Read and Reflect Like a Beckfooter	5
•	Self-quizzing and knowledge organisers	6
•	Beckfoot Power Hour	59
•	Flashcards instructions and templates	60
•	Mind-maps instructions and templates	71
•	Brain-dumps instructions and templates	77
•	Revise Like a Beckfooter Rewards	82

### What should you be working on each week?

#### Homework:

- Your teacher will set 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: Revise Like a Beckfooter

- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

# **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.

Follow the steps below to	access your	student accou	unt.				If your school has decided to sh homework with pupils, you will Homework tab in your account.	are see the	e Terry
							Selecting this tab will display a the homework tasks which you been given.	ist of have	HOMENOUS OCTENTIONS THAT
1 Enter your amail addres		Access cod Your acce	te* cess code				To change the date range for displayed homework tasks, click orange Date button.	on the	Show by issue date      Show by     I lask due this week
and password into the field provided.	ds	Please en	nter the acces ember me	s code sup	pplied by you	r teacher.	To display tasks in the order the set, click on the Issue Date butt	y were	tasks submitted/completed     tasks submitted/completed     task remaining this week
							To display tasks in the order the expected to be handed in, click Due date button.	ey are on the	COSSAPPY - MR A BLACKER
2. Click on the Log in butto	on.				LOG	IN	To mark a homework task as completed, view the homework your choice in more detail and Completed? checkbox.	task of iick the	Research 00P
		[	Date of b	irth			To view a homework task in more detail, click on the expand icon in the bottom right hand correr of the homework tile.	57	Research GDP Geography - Brog - MRA BLACKE
<ol> <li>Enter your date of birth prompted and click on the button.</li> </ol>	if • OK		Please enter Date of Birth 12/06/2009	er your da	ok o	below.	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		Type: Blended Learning Issue date: Monday 0/11/2020 Due date: Wednesday 11/11/2020 Estimated completion time: 1 hos Please write a short paragraph on w and how it is used.
Keeping tra	ack o	of hor	new	ork			Homework s	tatus c	ategories
s you are assigned homework status categories above the our may want track of how rogressing for the current he three banners above the omework status categories	work tasks, you are week.	f hor	new 1	ork I task du D tasks se	e this week	c	Homework s To-Do: These are homework tasks that you need to complete Once you have completed them, tick the checkbox.	tatus c	ategories To do
s you are assigned homew our may want track of how rogressing for the current he three banners above th omework status categorie memory status categorie on the second status categorie us this week, how may o us this week,	work tasks, you are week. he s count the s that are of those and how o complete. s that mission, tick uires	f hor		Ork I task du I tasks so I task rer	e this weel ubmitted/co maining thi res submiss	< xmpleted s week	Homework s Tar-Dr: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox.	tatus c	ategories To do Completed
Seeping track of way want track of how roogressing for the current the three banners above the onework status categorie umber of honework tasks use this week, how may o umber of honework tasks use this week, how may o skets you have completed a nany tasks you still need to o only see homework table use checkos tabelled Requ bornission.	work tasks, ryou are week. The is count the is count the is that are of those and how o complete. as that mission, tick uires	ia a <u>desktop</u> f each home	new 1 1	Ork I task du I task si I task rer I task rer Requir for the so	e this week ubmitted/co maining thi res submiss ng a home elected dat	c mpleted a work status te range.	Homework s Tao-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.	rk	ategories To do Completed Submitted late
Accepting the second se	work tasks, you are week. the s count the s that are of those and how o complete. s that mission, tick uires	ia a <u>desktop</u> if each home	new 1	Ork I task du D tasks si I task rer I task rer	e this week ubmitted/co maining thi res submiss ng a home elected dat	k ompleted work tatus te range.	Homework s Tao-ba: These are homework task 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.	rk	ategories To do Completed Submitted late
Seeping trac of any want track of homer of any want track of homer of any want track of homer or any want track of homer of the track of the current of the track of the current one work status categories the three banners above the one work status categories any tasks you have completed of the track of the the track of the track of the track of the track of the track of the track of the track	work tasks, ryou are week. The subat are of those and how o complete. sthat mission, tick interest tab the o complete.	ia a desktop of each home	new 1 1	Ork I task du I task du I task du I task ss I task ss I task rer Requir Contact of the ss Contact of t	maning the ubmitted/color maning the submission of the submission	c ompleted a work status te range.	Homework so 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.	rk	ategories To do Completed Submitted late
Accepting track syou are assigned homework our may want track of how orgenessing for the current the three banners above th omework status categorie umber of homework tasks umber of homework tasks says you have completed to only see homework tasks opplies an attachment subr any tasks you still need to o only see homework tasks opplies an attachment subr submission. you are viewing the Hom ategory will display a table for the second tensees the tenses for the second tensees the tenses Research GOP Mr.	Ack of tasks, you are week. Sound the sound tasks that are sound the sound tasks that are the sound tasks that are the sound tasks that are sound tasks that are are are	ia a desktop of each home	newn	Ork I task du I task du I task sa I task sa	the this week was a submitted/comparing the submitted/comparing the submitted/comparing the submitted comparing a home submitted comparing the submitt	( ) smpleted is week ision? work status te range.	Homework as Tas-De: These are homework tasks that you need to completed: These are homework tasks that you have ticked as completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.	rk	ategories To do Completed Submitted late
Content of the second of	work tasks, you are week.	f hor	Ar laptop. www.ktask	Ork I task du I task du I task du I task ss I task rer Requir Requir Requir Contact of the sc Contact	e this week ubmitted/cc/ maining thi es submiss es submiss per l, transfer da Bende Learning Homework	c ompleted a work status terrange.	Homework s Tao-Da: 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.	tatus c	ategories To do Completed Submitted late

# **Homework Instructions**

Scan the QR codes below to find instructions for each subject's homework and access to independent learning resources.



Computing





#### How to access My Learning Resources

How to access Seneca Seneca learning is a free online platform that will help you revise

for all your subjects.

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.

STUDENT ZONE 2. Select 'My 1. Select "Student Learning 1. Go ło 2. Click 'Log In' at the Zone' on the Resources https://senecalearnin top right hand corner. homepage of our <u>q.com/en-GB/</u> website 3. Select your vear aroup 3. Select 'Confinue 4. Enter your school with Microsoff'. email and password. 3. Select the subject you ant to work on 5. Select the course(s) you want to work on. 3. Select the relevant half You can also scan this QR term. code for a video walkthrough of how to log SCAN ME All the resources you need will in as a student

be here

# Independent Learning at KS4: Revise Like a Beckfooter

Independent Learning at KS4 is all about getting you ready for your exams at the end of Y11.

To be successful at exams, it is helpful to understand how memory works. Scientific research into memory and learning tells us that:

- Memories weaken over time
- We forget the most soon after learning
- . Stress makes it harder to remember things

You will learn lots of new information over your GCSE years. and you will have to remember that material in your exams at the end. So how can you ensure that you don't forget all that knowledge?

- Revise regularly and repeatedly
- Revise using strategies that are proven to be effective
- Don't leave revision until the last few weeks before exams

With all this in mind, we have designed a system of structured revision. This will help you develop really strong independent learning habits that will ensure you can: a) learn more effectively and

b) reduce your stress at exam time

#### What we expect from you:

- 5 revision tasks per week using the specified revise like a Beckfooter strategy (on Class Charts)
- You choose the subjects we set the tasks
- Bring your ILB to school every day .

#### What you can expect from us:

- Support with your revision through tutor and lessons
- Revision tasks on Class Charts to help you stay on track
- or Your ILB will be checked regularly by your futor

Typical Forgetting Curve for Newly Learned Information First learned 100% 90% Retention 80% 70% 60% ż ŝ Days

#### Our evidence-informed 'Revise Like a Beckfooter' strategies:

- 1. Self-quizzing
- 2. Flash Cards
- 3. Mind-Maps
- Brain Dumps



# **Read Like a Beckfooter**



# **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 Lunderstand about It? What am Lbeing 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 Lensure Lam 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

# Weeks 1 and 2: Self-quizzing



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

### Use this table to help you keep track of the knowledge organisers you have self-quizzed on and checked this half term. Blank versions follow every organiser.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	6





Rat	Ratio and Proportion: Ratio										
I	Relationship between fractions and ratio	5 blue sweets 2 red <u>Ratio</u> 5:2 <u>Fraction of blue</u> 5/7									
2	Direct proportion	$y \propto x$ y = kx for a constant $k$									

				I					
Number: Percentages									
I	One quantity as a % of another	Find 30 as a % of 78. 30/78×100=38.5%		3					
2	% increase and decrease	Increase 30 by 25% 30 x 1.25= 37.5 Decrease 40 by 35% 40 x 0.65= 26	-	4					
3	Find a %	<u>Change</u> Original × 100							
4	Compound interest	$A = P(1+i)^{n}$ $A = \text{final amount including principal}$ $P = \text{principal amount}$ $i = \text{interest rate per year}$ $n = \text{number of years invested}$							
				6					

Ge	ometry: <b>A</b> rea and	Perimeter				
Ι	Circumference Perimeter	∏X Diameter				
2	Parallelogram Area	Base X perpendicular height				
3	Trapezium Area	(a+b) x perpendicular height / 2				
4	Triangle Area	Base X perpendicular height / 2				
5	Parts of a circle	circumference sector diameter chord tangent segment				
6	Circle Area	$\prod X Radius^2$				



Number: Percentages

One quantity

% increase

Find a %

Compound interest

as a % of another

and decrease

Т

2

3

4



Ge	ometry: <b>A</b> rea and	Perimeter
I	Circumference Perimeter	
 2	Parallelogram Area	
 3	Trapezium Area	
4	Triangle Area	
5	Parts of a circle	

6 Circle Area

Year Group: IIF

Ratio and Proportion: Ratio											
-	Relationship between fractions and ratio										
2	Direct proportion										

Beckfoot Subject: Maths Ter							Ferm:	Half ter	rm 2 Page	2	Yea	r Group: I I F	enjoy lean succeed	
Alg	gebra: Linear grap	hs					St	atistics	:Averages		Key Vocabulary			
I	I Draw the graph y=3x+4		-2 -2	-1 1	0	1 7	1	Mo	de	Most common number in a data set	I	Rhombus	A rhombus looks like a square that has fallen over All sides have equal length.	
	y = mx + c	m = gradient ie. How steep the curve is c = x intercept ie. Where the			2	Med	dian	The middle number when all numbers are in order			Opposite sides are parallel, and opposite angles are equal (it is a Parallelogram).			
2	Gradient of a	a y=mx+c (m is the gradient)				3	3 Mean	Add all the data	2	Quadrilateral	The name given to any 4 sided 2D shape.			
	line					Change in V		4 Bango		how many there are	3	Interior	Inside Interior angle: angle inside the shape.	
			Change in X			4	4 Range		Highest value – lowest value	4	Polygon	Any 2D shape with straight		
						5	6 Mean from a frequency	an from a quency Ie	Create a fX column and multiply x by the	5	Sum	Another word for add		
	m=y/		n=y/x							frequency Add the answers	6	Expression	Combination of different terms with no equal sign	
3	Parallel lines	es If m is the same. The lines are parallel						together then divide by the total	7	Quadratic	Contains the term x <sup>2</sup>			
										irequency	8	Proportion	Part of a whole.	

	୍ର ସିଥି- Beckfoot	Subject: Maths	Term: H	alf term 2 Page	2	Year Group: I I F			
Algebra:Linear graphs				istics: Averages		Key Vocabulary			
I	Draw the graph y=3x+4	raw the aph y=3x+4		Mode		1	Rhombus		
	y = mx + c		2	Median		2	Quadrilateral		
						3	Interior		
2	Gradient of a line	Gradient of a line		3 Mean					
						4	Polygon		
3	Parallel lines		4	Range					
						5	Sum		
	Į		5	Mean from a					
				table		6	Expression		
						7	Quadratic		
				-		8	Proportion		



	ہے۔ Beck	foot	Subject: Maths	Term: I	HT2 September	Part I	Year Group: 11	Hig	her	enjoy learn succeed
<b>A</b>	lgebra Iteration / I Growth/deca y & compound interest	Linear G	raphs	4	Solve where 2 lines intersect Solution (3,1)			8	Equation of parallel line through a given point	Eg. A straight line has the equation y = - 2x-3. Find the equation of the parallel line passing through the point (1,3)
				5	Gradient of a straight line			9	Use y = mx c to identify perpendicula lines	+ ar
								К	ey Vocabulary	,
2	Approx. solution using iteration: using the			6	Midpoint of a straight line			I	Surface area sphere	s/a =
	previous answer to find the next answer.			7	Linear			2	Surface area cone	Full surface area = Curved surface area only =
3	Linear graphs				equation from 2 points					
								3	Volume Pyramid	



	التوالي     Subject: Maths     Te       Beckfoot		Ter	Term: HT2 September Part 2 Year Group:					II Higher				
Numb	per Surds / Perce	entage	S		R	atio & Prop	oortion		G	eometry Area &	Area & Volume		
I Rat top by 1	tionalise: x 5 & bottom the surd				1	Set up & solve growth/ decay problems			1	Convert area units			
2 Exp	pand brackets								2	Convert volume			
3 Geo seq sur	eometric quences with rds				2	Direct and Indirect Proportion graphs				units			
√2, 4 % ir	2, 2√2, 4, <sup>f</sup> . increase /								3	Surface area of prisms			
									4	Frustum volume or			
5 Mu suc per	Iltiplier in ccessive rcentages				3	ratio	In a class there are 5 girls. Express this as fraction.	boys and 8 a ratio and		surface area			



### English Literature

### Power and Conflict Poetry

Year Group: 10 & 11



		The Poems:			The Poems:	Key Vocabulary:			
I	'Ozymandia Percy Shelle	Narrator meets a traveller who tells him about a statue of Pharaoh Rameses II that has been destroyed by nature over time. Highlights the	9	'Remains'	A group of soldiers shoot a man who's running away from a bank raid. The parrator doesn't know if the man was armed or not and can't get the				
-	fl enden?	temporary nature of power.		Armitage	man's death off his mind. When back at home, the solider suffers PTSD.	I	Monologue	A monologue poem features a single speaker who is a	
2	William Bla	ke about by the corrupt power of institutions (church, monarchy) over their subjects.	10	'Poppies' Jane	A mother describes her son leaving home to join the army.			fictional character	
3	'The Prelude	" Narrator takes a boat out on the lake. Sees a mountain appear		Weir	She fears for his safety and visits a familiar place that reminds her of him.	2	Caesura	Punctuation marks indicate a break in the line of poetry.	
	Wordsworth	and is overwheimed by the power of nature compared to humans.	11	'War Photographer'	In his dark room, a war photographer develops pictures taken in different warzones. He contrasts his experiences to rural England and people who			Usually occurs in the middle of a line.	
4	'My Last Duchess'	Duke shows portrait of his former wife who is now dead. The Duchess was flirtatious and displeased the Duke. We realise he probably had the		Carol Ann Duffy	seem oblivious to war torn places.	3	Enjambment	The continuation of a	
	Robert Browning	Duchess killed. The Duke is planning his next marriage.	12	'Tissue' Imtiaz Dharker	Tissue is an extended metaphor for the fragility of life. Literal uses of paper are also discussed, such as recording names in the Koran, as well as the fact we are made from tissue, emphasising we are fragile.			sentence without a pause beyond the end of a line/stanza	
5	'The Charge of the Light Brig Alfred Lord Tennyson	f Tribute to British cavalry who died during Crimean War. An incorrect de' order meant the cavalry charged into battle with swords, to be met by the Russians who were armed with guns.		'The Emigree' Carol Rumens	Speaker recalls a city she left as a child. The city has changed and perhaps was a scene of conflict but she protects the memory of her city. It might not be a real place but represents a time/emotion/speaker's childhood.	4	Free Verse	A poem without consistent metre patterns or rhyme scheme.	
6	'Exposure' Wilfred Ow	Winter on the front line in WWI. Nature personified as the main enemy and the men can only wait to die. Poem stresses insignificance of humans compared to nature.		'Checking Out	In school the narrator was taught British history & not about his	5	Rhyme	Correspondence of sound between words or ending of	
7	'Storm on th	e A community are waiting to be hit by a storm. The power of		Agard	admirable figures excluded from history.			words.	
	Heaney	the storm creates reelings of rear and trepidation.		'Kamikaze' Beatrice	A Japanese kamikaze pilot aborts his mission and when he returns home is shunned. His daughter imagines her father was reminded of his	6	Volta	In a sonnet, the volta is	
8	'Bayonet	Single soldier's experience of a charge towards enemy lines.		Garland	childhood and beauty of nature & life whilst on the mission.			argument.	
		Comp	arison	s:		7	Couplet	Pair of successive lines,	
ī	Power of Nature	Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze	6	Identity	My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigree Kamilaze, Checking Out Me History			same length.	
2	Power of Humans	Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History.	7	Place	London, The Prelude, The Emigree, Kamikaze.	8	Sonnet	One stanza, 14-line poem written in iambic pentameter.	
3	Effects of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze.	8	Powerful Individuals	Ozymandias, My Last Duchess	9	Refrain	A line or set of lines that	
4	Reality of Conflict	eality of The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, onflict War Photographer.		Political Power	Storm on the Island, London, The Charge of the Light Brigade			poem.	
5	Individual Experiences	London, The Prelude, Bayonet Charge, Remains, Poppies, War Photographer, The Emigree, Kamikaze.	10	Memory	The Prelude, My Last Duchess, Remains, Poppies, War Photographer, The Emigree, Kamikaze.	10	Stanza	A group of lines in a poem.	

,	_00_	English Literature			Power and Conflict Poetry Ye			Group: 10 & I	enjoy learned
B	eckfoot 🗖								succes
		The Poems:				The Poems:		Key V	ocabulary:
I	'Ozymandia Percy Shelle	s' ey		9	'Remains' Simon			Monologue	cubulu y.
2	'London' William Bla	ke	-	10	Armitage		_  '	Wohologue	
3	'The Prelude William	e'		10	Weir		2	Caesura	
4	Wordsworth 'My Last	1		П	'War Photographer' Carol Ann Duffy				
4	Duchess' Robert Browning	Juchess' Nobert Growning		12	'Tissue' Imtiaz Dharker		3	Enjambment	
5	'The Charge of the Light Brigade' Alfred Lord Tennyson		-	13	'The Emigree' Carol Rumens		4	Free Verse	
6	'Exposure' Wilfred Ow	en						Bhyme	
7	'Storm on t	he		14	'Checking Out Me History' John Agard				
	Island' Seam Heaney	nus		15	'Kamikaze' Beatrice		6	Volta	
8	'Bayonet Charge' Ted				Garland				
			Compari	isons	5:		7	Couplet	
Т	Power of Nature			6	Identity				
2	Power of Humans			7	Place		8	Sonnet	
3	Effects of Conflict	ts of ict		8	Powerful Individuals		9	Refrain	
4	Reality of Conflict			9	Political Power				
5	Individual Experiences			10	Memory		10	Stanza	

Bee		ot	English Literature				Unseen Poetry		Year Group	: 10 & 11 eqin succeed	
		Asse	essment Criteria			P	petic Structures and Forms		K	ey Vocabulary	
I 4	01	Assessed on unse	een poem analysis only. Read, understand an	d respond	I	Stanza	A group of lines separated from others in a poem.				
2 4	02	illustrate interpre	etations.	ison	2	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).	1	Poet	The author of the poem.	
		question. Analyse create meanings	the language, form and structure used by a and effects, using relevant subject terminolog	writer to gy where	3	Couplet	A pair of rhyming lines which follow on from one another.				
		appropriate.			4	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.	2	Speaker	The voice of the poem – this may or	
	-	Po	etic Language		5	Caesura	A stop or a pause in a line of poetry – usually caused by			may not be the poet themselves.	
I	Simi	le	A comparison made using the words "like"	or "as."			punctuation.			Who the poem is written for. Some poems are written with a specific reader in mind.	
2	Meta	aphor	A comparison – made directly or indirectly using "like" or "as."	– without	6	Blank verse	Poetry written in non-rhyming, ten syllable lines.	3	Reader		
3	Perso	onification	Giving human characteristics to something not human.	which is	7	Dramatic monologue	A poem in which an imagined speaker address the reader.	4	Form	The type of poem, i.e. lyric or sonnet.	
4	Onor	matopoeia	Words which attempt to imitate sounds.		8	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.				
5	Allit	eration	A repetition of consonant sounds.		9	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on		Structure	How the poem has been put together –	
6	Asso	nance	A repetition of vowel sounds			_	Non-rhyming non-rhythmical poetry which follows the rhythms	3	Structure	couplet, rhyme scheme, stanzas etc.	
7	Juxta	aposition	Two things being placed close together for contrasting effect.		10	Free verse	of natural speech.			Techniques such as metaphor,	
8	Sema	antic field	A set of words relating to the same topic. "Shot" would appear in the semantic field	"Foul" and of sports.	How to approach an unseen poem		6	Language	personification etc. used by the poet to present the subject matter		
9	Perso	ona/ ative voice	The voice/speaker of the poem who is diffe the writer.	erent from	I	What	What is the poem about? What happens? What is the topic/theme?	7	Interpretation	A reader's understanding of and response to a poem.	
					2	How	How is this communicated? What language/structural techniques does the poet use to present this?				
10	Oxyr	Oxymoron A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire."		ory things peculiar	3	Effect	What is the effect on the reader? What response do they have to the poem? What do they learn/understand?		Comparison	Comparing the methods two poets use to present their ideas in their poems.	

Г Ве	dD_ ckfod	ot	English Literature			Unseen Poetry		Year Group	: 10 & 11	enjoy léarn succeed
		Ass	essment Criteria			Poetic Structures and Forms				
1	101			1	Stanz	za .			<u> </u>	
2	402			2	Rhyn	ne	I	Poet		
		3				let				
				4	nbment	2	Speaker			
	Poetic Language			5	Caes	ura		-		
I	Simi	le								
2	Meta	aphor		6	Blan	k verse	3	Reader		
3	Pers	onification		7	Dran mono	natic ologue	A Form			
4	Ono	matopoeia		8	Lyric		-			
5	Allit	eration		9	Sonn	et				
6	Asso	onance					5	Structure		
7	Juxta	aposition			Free	verse				
8	Semantic field			How to approach an unseen poem			Language			
9	Pers narr	ona/ ative voice			What	at	7	Interpretation		
				2	Hov	•				
10	Оху	moron		3	3 Effect		8	Comparison		

	ہے۔ Becl	kfoot	Subject: Science (Chemistry	v) Topic: Quantitative Chemistry Year Group					b:    enjoy learned succeed			
Calc	ulation Ty	pes l		Calculations Types II					Key Vocabulary			
1	Relative atomic mass (A <sub>r</sub> )	$A_r = \frac{\text{sum of }}{\text{sur}}$ $\frac{\text{Example}}{(35 \times 75)} + ($	isotope abundance x isotope mass no.) n of abundances of all the isotopes 1 75% abundance & <sup>37</sup> Cl 25% abundance 37 x 25) ÷ 100 = <b>35.5 Ar of Chlorine</b>	5	HT Only: The mole & Avogadro's Constant	A mole of a substance <b>ALWAYS</b> contain number of molecules/ions/particles/atoms Avogadro's Constant: 1 mole = $6.02 \times 10^{23}$ number of moles = $\frac{\text{number of }}{100000000000000000000000000000000000$	ns the same - this is called particles	I	Law of Conservation of Mass	No atoms can be created or destroyed in a chemical reaction so the total mass of reactants must equal the total mass of the products		
2	Relative formula or molecular	Sum of the r in the formu Example MgS	lative atomic masses of all the atoms shown $D_4$ contains: 4 = 24 = 32 = 64 e formula mass $= 24 + 32 + 64 = 1206$			6.02 × Example: How many atoms are in 11.5 g c • Calculate number of moles first = 11 moles • No of moles (0.5) × 6.02 × 10 <sup>23</sup> = 3.0	10 <sup>23</sup> of sodium? .5 ÷ 23 = 0.5	2	Relative atomic mass (A <sub>r</sub> )	Average mass of an element taking into account the mass & amount of each isotope it contains on a scale where the mass of a <sup>12</sup> C atom is 12		
		1 x S: 1 x 32 4 x O: 4 x 1 So the relativ		6	Concentration	Concentration is the amount of substance volume of a solvent. It can be expressed a unit volume, g/dm <sup>3</sup> or g dm <sup>-3</sup> or moles in a	e in a specific as mass (in g) per a specific volume	3	Relative formula (or molecular) mass ( <i>M</i> <sub>r</sub> )	The sum of the relative atomic masses of all the atoms shown in the formula		
3	% mass of an element in a compound	A <sub>r</sub> x <u>No.</u> Example: Fin A <sub>r</sub> of Na is 2	of atoms of that element ×100 Mr of the compound d the % mass of O in Na2O 3; Ar of O is 16	$\frac{ment}{d} \times 100$ $\frac{1}{d} = 100$			of solvent, mol/dm <sup>3</sup> or mol dm <sup>-3</sup> ( <b>Chemis</b> can increase the concentration of a solution b solute/solid or reducing the volume of solvent. Concentration (g/dm <sup>3</sup> ) = mass (g) volume (dm <sup>3</sup> )	stry only). You by adding more	4	HT only: Mole	Measurement of the amount of substance / mass of a substance that contains 6.02 x 10 <sup>23</sup> particles	
4	The mole &	I x O atom M <sub>r</sub> of Na <sub>2</sub> O % mass = A <sub>r</sub> The mass of its relative at	so   x 6 =  6 so (2 x 23) + (  x  6) = 62 ÷ M <sub>r</sub> x 100 so  6 ÷ 62 x 100 = <b>26%</b> one mole of a substance in grams is equal to comic mass or relative formula mass.			Examples: What volume of water do I nee of common salt to get a concentration 0.4 Volume = mass ÷ concentration so 25 ÷ ( Chemistry Only: Concentration = <u>nu</u> (mol(dm <sup>3</sup> )	ed to add to 25 g 65 g / dm <sup>3</sup> ? 0.65 = <b>38.5 dm<sup>3</sup></b> umber of moles volume (dm <sup>3</sup> )	5	HT only: Avogadro's constant	The number of atoms, molecules or ions in one mole of a given substance $(6.02 \times 10^{23})$ . One mole of any substance contains the same number of particles as the number of atoms in one mole of carbon 12.		
	//r	Number of m Example: how A <sub>r</sub> of S is 32 So mass in g	toles = $\frac{\text{mass in g (of an element or compound)}}{M_r}$ (of the element or compound) w many moles is 48 g of sulfur? divided by $A_r$ is 48 ÷ 32 = 1.5 moles			Calculate the number of moles in a 0.55 d a concentration of 0.35 mol/dm <sup>3</sup> No. of moles = concentration x volume 0.35 x 0.55 = <b>0.19 moles</b>	dm <sup>3</sup> solution with	6	Uncertainty	The range of values within which the true value is expected to lie. So, for example, a volume of gas collected would be 10cm <sup>3</sup> plus or minus 1 cm <sup>3</sup> so expressed as 10cm <sup>3</sup> +/- 1 cm <sup>3</sup> so true value is anywhere between 9-11 cm <sup>3</sup>		

	Beckfoot				Topic: Quan	titative Chemistry	Year Grou	p:	p: II enjoy succeed		
Calc	ulation Ty	vpes I		Ca	lculations T	ypes II	Key Vocabulary				
1	Relative atomic mass (A <sub>r</sub> )	A <sub>r</sub> = Example: <sup>35</sup> C	1 75% abundance & <sup>37</sup> Cl 25% abundance = <b>35.5 A<sub>r</sub> of Chlorine</b>	5	HT Only: The mole & Avogadro's Constant	A mole of a substance <b>ALWAYS</b> containumber of molecules/ions/particles/atom Avogadro's Constant: 1 mole = $6.02 \times 10^{-10}$ number of moles = $\frac{\text{number of}}{6.02 \times 10^{-10}}$	ains the same $_{0^{23}}^{10}$ - this is called <u>f particles</u> $\times 10^{23}$	1	Law of Conservation of Mass		
2	Relative formula or molecular mass ( <i>M</i> <sub>r</sub> )	<mark>Example</mark> Mg	3O4 contains:			Example: How many atoms are in 11.5 g	g of sodium?	2	Relative atomic mass (A <sub>r</sub> )		
		So the relati	ve formula mass = 24 + 32 + 64 = <b>120</b>	6	Concentration	Concentration is the amount of substan volume of a solvent. It can be expressed unit volume, g/dm <sup>3</sup> or g dm <sup>3</sup> or moles in	ce in a specific 1 as mass (in g) per n a specific volume	3	(or molecular) mass (M <sub>r</sub> )		
3	% mass of an element in a compound	<mark>Example:</mark> Fin	d the % mass of O in Na <sub>2</sub> O			of solvent, mol/dm <sup>3</sup> or mol dm <sup>3</sup> ( <b>Cherr</b> can increase the concentration of a solution solute/solid or reducing the volume of solven Concentration (g/dm <sup>3</sup> ) = <u>mass (g)</u> volume (dm <sup>3</sup> )	n <b>istry only</b> ). You n by adding more nt.	4	HT only: Mole		
	The male 9					Examples: What volume of water do I n of common salt to get a concentration (	, need to add to 25 g 0.65 g / dm <sup>3</sup> ?	5	HT only: Avogadro's constant		
Ť	A <sub>r</sub> / M <sub>r</sub>	Number of n Example: ho	$\frac{\text{mass in g (of an element or compound)}}{M_{\text{f}} \text{ (of the element or compound)}}$ w many moles is 48 g of sulfur?			Chemistry Only: Concentration = (mol/dm <sup>3</sup> ) Calculate the number of moles in a 0.55 a concentration of 0.35 mol/dm <sup>3</sup>	number of moles volume (dm <sup>3</sup> ) 5 dm <sup>3</sup> solution with	6	Uncertainty		

	Be	-dD eckfoot	Subject: Science (Chemistry	y)	Topic:Qua	ntitativ	e Chemistry	Year Group	:	enjo) lea succ	(need
Са	lculations	Types III		Ma	ss Conservatio	on in C	hemical Reactions		Key	Vocabulary	
5	Chemistry Only	The amount of the maximum th percentage	product formed in a reaction compared to neoretical mass that could be produced as a	Ι	The law of mass conservation in ter chemical reaction	ms of a	The total number of each typ chemical reaction is the same the reaction	pe of atom in a e before and after	7	Thermal decomposition	Reaction where heat causes a substance to break down into simpler
	Percentage yield (%)	percentage       mass of product actually made maximum theoretical mass of product × 100         Id (%)       Example: 25g of salt was produced in a reaction but the expected mass was 80g. What is the % yield? 25 + 80 × 100 = 31.3%		2	How can we show conservation of ma chemical equation?	ss in a	The total $M_r$ of all the reacta to the total $M_r$ of all the proc	nts will be equal ducts	8	<b>HT only</b> : Limiting reactant /	substances The reactant in a reaction that determines the amount of products formed. Any other reagents are in excess &
				3	Why might mass ap go up in a reaction	pear to	Due to one or more reactan found in air, that 'adds on' to	its being a gas o the substance		reagent	
6	Chemistry Only	A way of measur atoms in the rea	ring what percentage of the mass of all the actants ends up in the desired product	4	Why might mass ap go down?	opear to	One of the products is a gas	that escapes			some of them will be left over, unreacted
	Atom economy atom economy = relative formula mass of desired product relative formula mass of all reactants × 100		НТ	<b>HT only:</b> Reacting Mass Calculations: the steps				9	HT only: Excess	When the amount of a reactant is greater than the amount that can react	
		<mark>Example:</mark> The re oxide (CaO). Ca	eaction below is used to produce calcium alculate the atom economy of the reaction:	1		3.7g of calcium hydroxide (Ca(OH) <sub>2</sub> ) reacts with an excess of hydrochloric acid (HCl)?		10	<b>Chemistry Only:</b> Yield	The amount of product formed in a reaction	
		$CaCO_3 \rightarrow CaCO_3 \rightarrow CaCO_3$ $M_r \text{ of } CaO = 400$ $M_r \text{ of } CaCO_3 = 0$ Therefore, 56 ÷	aO + CO <sub>2</sub> ) + 16 = 56 (desired product) 100 (Formula mass of all reactants) 100 x 100 = <b>56</b> %	2	Write out the balanced equation & identify what we know & don't know	Ca(OH) <sub>2</sub> + 3.7g	2HCI> CaCl <sub>2</sub> + 2H <sub>2</sub> O ?		11	Chemistry Only: Titration	A technique used to find the concentration of a
				3	Work out the moles of what you	Ca(OH) <sub>2</sub> + 3.7 ÷ 74 = 0.05 mc	2HCl —> CaCl <sub>2</sub> + 2H <sub>2</sub> O Remember Mr of Ca(	moles = mass÷Mr OH) <sub>2</sub> is 74			of known concentration
	Chemistry Only Gas volumes	1 mole of a gas (1 atm) occupies	at room temperature (20°C) and pressure s a volume of 24dm <sup>3</sup> olume of gas = $\frac{\text{Mass of gas}}{M, \text{ of gas}} \times 24$ in g	4	Check ratio in the balanced equation	I unit of So whatev make the chloride)	$CaCl_2$ is formed from I unit of Ca(O rer moles of what you have worked same moles of what you need to we	H)2 out (Ca(OH)2) will ork out (calcium	12	Chemistry only: Concordant	Two or more results from titration where the values are very close together (within 0.10cm <sup>3</sup> )
		Example: What volume will 88g of $CO_2$ gas occupy at room temperature & pressure? Volume = mass ÷ M <sub>r</sub> x 24 so 88 ÷ 44 = 2 x 24 = <b>48 dm</b> <sup>3</sup>		5	Calculate the number of moles of what you don't know	We will n compoun	nake 0.05 moles of $Ca(OH)_2$ as the radius of the equation is 1:1	atio of both	13	<b>Chemistry only:</b> End point	The moment when the indicator changes colour in a titration showing that the moles of acid & alkali
6 Calculate the mass of what you don't know 111 x 0.05 = 5.6g		last step we are converting moles to r x Moles M 5 = <b>5.6</b> g	o a mass in grams I <sub>r</sub> of CaCl <sub>2</sub> is 111			are equal					

	r Be	_dD	Subject: Science (Chemistr	y)	Topic:Qua	antitative Chemistry	Year Group	:11	enjoy jean succe	ed
Ca	alculations	Types III		Ma	ss Conservati	on in Chemical Reaction	S	Key	Vocabulary	
5	Chemistry Only	The amount of the maximum th percentage	product formed in a reaction compared to neoretical mass that could be produced as a	I	The law of mass conservation in ter chemical reaction .	rms of a 		7	Thermal decomposition	
	Percentage yield (%)	percentage yield Example: 25g of	percentage yield = mass of product actually made maximum theoretical mass of product × 100 Example: 25g of salt was produced in a reaction but the expected mass was 80g. What is the % yield?		How can we show conservation of ma chemical equation?	ass in a ?		8	HT only: Limiting reactant /	
		expected mass			Why might mass ap go up in a reaction	ppear to ?			reagent	
6	Chemistry Only	A way of measu atoms in the rea	ring what percentage of the mass of all the actants ends up in the desired product	4	Why might mass ap go down?	ppearto				
	Atom economy	atom economy :	m economy = <u>relative formula mass of desired product</u> × 100 relative formula mass of all reactants		<b>F only:</b> React	ting Mass Calculations:	9	HT only: Excess		
		Example: The ro oxide (CaO). C	eaction below is used to produce calcium alculate the atom economy of the reaction:			3.7g of calcium hydroxide (Ca(OH) <sub>2</sub> ) of hydrochloric acid (HCl)?	reacts with an excess	10	Chemistry Only:	
		CaCO₃ → C	aO + CO <sub>2</sub>	2	Write out the balanced equation & identify what we know & don't			11	Chemistry Only:	
					know Work out the				Titration	
	Chamistry	1 mole of a gas	at room temperature $(20^{\circ}C)$ and pressure	3	moles of what you know				Chemistry only:	
	Only Gas volumes	(1 atm) occupie	solume of gas = $\frac{Mass of gas}{M_{s} of gas} \times 24$ in g	4	Check ratio in the balanced equation				Concordant	
		Example: What temperature &	volume will 88g of CO2 gas occupy at room pressure?	5	Calculate the number of moles of what you don't know			13	<b>Chemistry only:</b> End point	
L	ļ	I		6	Calculate the mass of what you don't know	So in the last step we are converting mass = $M_r \times M_r$ loss	oles to a mass in grams M <sub>r</sub> of CaCl <sub>2</sub> is 111			





Titration Method (Chemistry only)	Titration Calculation – the steps (Chemistry only)
A student investigated the volume of hydrochloric acid that reacted with 25 cm <sup>3</sup> potassium hydroxide. Describe a titration method the student could use in this investigation.	In a different titration, a student used 25.00 cm <sup>3</sup> of potassium hydroxide, KOH. This volume reacted with exactly 26.00 cm <sup>3</sup> of 0.100 mol dm <sup>-3</sup> sulfuric acid. The equation for the reaction is: $2KOH + H_2SO_4 \rightarrow K_2SO_4 + 2H_2O$ . What is the concentration of the potassium hydroxide solution in mol dm <sup>-3</sup> ?
<ul> <li>Measure 25 cm<sup>3</sup> potassium hydroxide using a pipette</li> <li>Place the potassium hydroxide into a conical flask</li> <li>Fill the burette with hydrochloric acid and record the starting volume</li> <li>Add a suitable indicator to the conical flask, e.g., Phenolphthalein</li> <li>Place a white tile under flask</li> </ul>	ICalculate the moles of the reactant that you have the volume and concentration for (in this case it is the sulfuric acid). Remember, moles = volume (dm³) x concentration (mol dm⁻³) (26.00 / 1000) x 0.100 = 0.00260 mol
<ul> <li>Add the hydrochloric acid until the indicator changes colour</li> <li>Add acid slowly and dropwise whilst at the same time swirling the flask</li> <li>Phenolphthalein will change from pink to colourless permanently at the endpoint</li> </ul>	<ul> <li>Now determine the moles of potassium hydroxide you have. Look at the equation. You can see you have a 2:1 ratio. This means you have double the moles of KOH.</li> <li>2 x 0.00260 = 0.0052 mol</li> </ul>
<ul> <li>Record the volume of hydrochloric acid added</li> <li>The tire value is the difference between the initial and final burette reading</li> <li>Repeat until you get 2 concordant titres/within 0.1 cm<sup>3</sup> of each other</li> </ul>	3 Now you can work out the concentration of KOH using concentration (mol dm <sup>-3</sup> ) = moles / volume (dm <sup>3</sup> ) 0.0052 x (25/1000) = 0.208 mol dm <sup>-3</sup>





Titration Method (Chemistry only)	Ti	tration Calculation – the steps (Chemistry only)
A student investigated the volume of hydrochloric acid that reacted with 25 cm <sup>3</sup> potassium hydroxide. Describe a titration method the student could use in this investigation.	In a hyd 0.10 2K0 the	different titration, a student used 25.00 cm <sup>3</sup> of potassium roxide, KOH. This volume reacted with exactly 26.00 cm <sup>3</sup> of 00 mol dm <sup>-3</sup> sulfuric acid. The equation for the reaction is: $DH + H_2SO_4 \rightarrow K_2SO_4 + 2H_2O$ . What is the concentration of potassium hydroxide solution in mol dm <sup>-3</sup> ?
•	I	Calculate the moles of the reactant that you have the volume and concentration for (in this case it is the sulfuric acid). Remember, moles = volume ( $dm^3$ ) x concentration (mol $dm^{-3}$ )
•	2	Now determine the moles of potassium hydroxide you have. Look at the equation. You can see you have a 2:1 ratio. This means you have double the moles of KOH.
•	3	Now you can work out the concentration of KOH using concentration (mol dm <sup>-3</sup> ) = moles / volume (dm <sup>3</sup> )

_00_	Subject:Trilogy Science
Beckfoot	(Biology)

### Topic: **Ecology**

Year Group: 11



Knowledge: Abiotic and Biotic Factors		Ke	Key Vocabulary			Key Vocabulary			
Abi	otic: Non-living factors of an	Ι	Biodiversity	The variety of living organisms	8	Ecosystem	The interaction between the living		
envi temp <b>Biot</b> e.g. p	ronment e.g.moisture, light, berature , CO2, wind, O2 or PH : <b>ic:</b> Living factors of an environment bredators, competition, pathogens	2	Carrion	Decaying flesh and tissue of dead animals			organisms and the different factors of the environment		
Kno	wledge : Adaptations	3	Community	Made up of the	9	Global warming	The increase of the average global		
I	Structural adaptations are features of			populations of different species			temperature		
	camouflage			living in a habitat	10	Habitat	Where a living		
2	Behavioural adaptations are how the	4	Competition	The negative	The negative				
	warmer climate			two or more		Interdepend	The interaction between two or more		
3	Functional Adaptations are the ways the physiological processes work in the organism e.g. lower metabolism during			organisms which require the same limited resource			organisms- where it is mutually beneficial		
	hibernation to preserve energy       5         Knowledge: Food Chains       5		Consumers	Feed on other	12	Population	The number of		
Kno				organisms for their energy			individual organisms of a single species living in		
	The source of all energy in a food chain is the sun's radiation. It is made useful by						habitat		
	plants and algae	and algae 6 Decomposers Organisms		Organisms which	13	Predators	Organisms which kill for		
2	2 The living organisms use the energy			decaying organisms			food		
	living organism is consumed, some of the biomass and energy is transferred.	7	Deforestation	The removal and destruction of trees	14	Prey	The animals which are eaten by the predators		

ہے۔ Beckf	i_ oot	Subject:Trilogy Science (Biology)	Topic: I	Ecology	Y	′ear Group: I I	enjoy learn succeed
K	nowl	edge: Abiotic and Biotic Factors	Key	y Vocabulary	Key	Vocabulary	
	hiat	ic.		Biodiversity	8	Ecosystem	
	DIOL	IC:	2	Carrion			
В	iotic	:					
K	nowl	edge :Adaptations		Committee	9	Global warming	
1				Community			
					10	Habitat	
2			4	Competition	11	Interdepend	
3						ence	
				Consumers	12	Population	
K	nowl	edge: Food Chains					
			6	Decomposers			
2					13	Predators	
			7	Deforestation	14	Prey	
			J				

ہے۔ Beck	Subject:Trilogy Science foot (Biology)	Тој	pic: <b>Ecology</b>	Year Group: 11					
Kno	wledge: Water Cycle	Kno	Knowledge: Field Technique ( RP)			Knowledge: Decay – RP – ( Triple)			
Conv as the	vection is the movement caused within a fluid e hotter, less dense material rises and colder	The o envir	The distribution of an organism is affected by the environment and abiotic factors			Investigating the effect of temperature on the rate of Decay of Milk by measuring pH			
dens I	Evaporation occurs when heat energy is transferred to water particles as kinetic	I	Quadrats can be used to measure the frequency of an organism in a given area e.g. school field	2	IV : temperature				
	energy – particles turn from liquid to a gas	2	Quadrats should be placed randomly and collect data from two different areas to			olour			
2	particles transfer kinetic energy to		compare		N	Mean = total time taken for pink colour to disappear ÷ number of trials			
3	Surroundings – gas turn into a liquid Precipitation occurs when rain, snow, sleet, or hail falls to the ground	3 Mean = <u>total number of organisms</u> number of quadrats			۲nov	wledge : Food Security (Triple)			
4	Transpiration is the process by which water is carried through plants from	Knowledge: Decomposition (Triple)			I	Food security means a whole population have access to enough nutritious food to sustain a healthy lifestyle			
	leaves and it evaporates to surroundings	Decc a mat	Decomposition is the process of rotting ( decay) of a material		2	This is achieved using methods which the planet can continue to sustain for further			
Kno	owledge: Carbon Cycle	The optimum conditions for decay to occur			<b>,</b>	Several biological factors which can			
Ι	Carbon is continuously transferred to and from atmosphere	Ľ	are warm, moist and plenty of O2			threaten food security are Increasing birth rate, changing diets, new			
2	Carbon in the atmosphere combines with oxygen to make CO2	2	Foods can be preserved by cooling, canning, freezing, drying, pickling or adding salt or sugar			drought, increasing costs, war and conflicts			
3	Processes involved in the carbon cycle are photosynthesis, respiration, dissolving, combustion and decomposition	3	Microorganism ferment waste materials. Producing biogas, which can be used as a fuel source. Biogas is produced in a generator using microorganism		Additional info: Trophic levels describe the position of an organism within food chain Level 1 : Producers Level 2: Primary consumers Level 3: Secondary consumers Level 4: Tertiary consumers				

Subject:Trilogy Science Beckfoot (Biology)	Topic: <b>Ecology</b>		Year Group: 11		
Knowledge: Water Cycle	Knowledge: Field Technique (RP)	Knowle	wledge: Decay – RP – ( Triple)		
	 	1			
2	2	3			
3	3	Know	vledge : Food Security (Triple)		
4	Knowledge: Decomposition (Triple)				
		2			
Knowledge: Carbon Cycle	1	3			
2	2	Additic	onal info: Trophic levels describe the		
3	3	positio Level I Level 2 Level 3 Level 4	n of an organism within food chain : Producers : Primary consumers : Secondary consumers : Tertiary consumers		

# Foundation Tier Knowledge Organiser



Present Tense		Perfect Tense				Near Future Tense – I am going to			Conditional Tense – I would like to			
1	Je suis	lam	1	Je suis allé(e)	l went		1	Je vais être	be	1	Je voudrais être	be
2	J'ai	I have	2	Je suis parti(e)	l left		2	Je vais avoir	have	2	Je voudrais avoir	have
3	Je fais	I do/make	3	J'ai fait	I did/made		3	Je vais aller	go	3	Je voudrais aller	go
4	Je vais	l go	4	J'ai aimé	l liked		4	Je vais faire	do	4	Je voudrais faire	do
5	J'aime	l like	5	J'ai détesté	I hated		5	Je vais jouer	play	5	Je voudrais jouer	play
6	Je déteste	l hate	6	J'ai joué	I played		6	Je vais regarder	watch	6	Je voudrais regarder	watch
7	Je joue	l play	7	J'ai mangé	late		7	Je vais manger	eat	7	Je voudrais manger	eat
8	Je mange	l eat	8	J'ai acheté	l bought		8	Je vais achèter	buy	8	Je voudrais achèter	buy
9	Je bois	I drink	9	J'ai trouvé	l found		9	Je vais travailler	work	9	Je voudrais travailler	work
10	Je lis	l read	10	J'ai travaillé	l worked		10	Je vais voir	see	10	Je voudrais voir	see
11	J'achète	l buy	11	J'ai regardé	I watched		11	Je vais boire	drink	11	Je voudrais boire	drink
12	Je trouve	l find	12	J'ai vu	l saw		12	Je vais devenir	become	12	Je voudrais devenir	become
13	Je travaille	l work	13	l'ai bu	l drank	┢	13	le vais vovager	travel	13	Je voudrais voyager	travel
14	Je pense	l think	14		Lroad	_	11		it will be	14	ce serait	it would be
15	c'est	it's	14	Jailu	TIEdu		14					

	ll y a							
1	ll y a	There is/are						
2	ll y avait	There was/were						
3	ll y aura	There will be						
4	ll y aurait	There would be						

	Structures with infinitives								
1	J'aime aller/faire	I like going/doing							
2	Je n'aime pas aller/faire	I don't like going/doing							
3	il faut aller/jouer	you have to go/play							
4	on peut/doit aller	you can/must go							

Imperfect Tense									
1	J'étais	I was/I used to be							
2	J'avais	I had/I used to have							
3	C'était	lt was							
4	il y avait	there was/were							

# Foundation Tier Knowledge Organiser



Present Tense			Perfect Tense		Near Future Tense – I am going to			Conditional Tense – I would like to		
1	Je suis	1	Je suis allé(e)		1	Je vais être		1	Je voudrais être	
2	J'ai	2	Je suis parti(e)		2	Je vais avoir		2	Je voudrais avoir	
3	Je fais	3	J'ai fait		3	Je vais aller		3	Je voudrais aller	
4	Je vais	4	J'ai aimé		4	Je vais faire		4	Je voudrais faire	
5	J'aime	5	J'ai détesté		5	Je vais jouer		5	Je voudrais jouer	
6	Je déteste	6	J'ai joué		6	Je vais regarder		6	Je voudrais regarder	
7	Je joue	7	J'ai mangé		7	Je vais manger		7	Je voudrais manger	
8	Je mange	8	J'ai acheté		8	Je vais achèter		8	Je voudrais achèter	
9	Je bois	9	J'ai trouvé		9	Je vais travailler		9	Je voudrais travailler	
10	Je lis	10	J'ai travaillé		10	Je vais voir		10	Je voudrais voir	
11	J'achète	11	J'ai regardé		11	Je vais boire		11	Je voudrais boire	
12	Je trouve		J'ai vu		12	Je vais devenir		12	Je voudrais devenir	
13	Je travaille		l'ai bu		13	Je vais vovager		13	Je voudrais voyager	
14	Je pense				14			14	ce serait	
15	c'est		Jailu		14					

		ll y a
1	ll y a	
2	ll y avait	
3	ll y aura	
4	ll y aurait	

	Structures with infinitives						
1	J'aime aller/faire						
2	Je n'aime pas aller/faire						
3	il faut aller/jouer						
4	on peut/doit aller						

	Imperfect Tense								
1	J'étais								
2	J'avais								
3	C'était								
4	il y avait								

Foundation	Tier	Knowledge	Organiser
------------	------	-----------	-----------



Sentence Starters		
1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that

Signposting Time Frames			
1	l'année dernière	last year	
2	la semaine dernière	last week	
3	hier	yesterday	
4	normalement	normally	
5	d'habitude	usually	
6	ce soir	this evening	
7	la semaine prochaine	next week	
8	l'année prochaine	next year	
9	dans l'avenir	in the future	

Connectives		
1	et	and
2	ou	or
3	où	where
4	parce que	because
5	car	because
6	mais	but
7	pourtant	however
8	aussi	also

Frequency				
1	tous les jours	every day		
2	de temps en temps	from time to time		
3	une fois par semaine	once a week		
4	deux fois par mois	twice a month		
5	nejamais	never		
6	toujours	always		
7	souvent	often		
8	quelquefois	sometimes		

Fancy Phrases			
1	je l'ai trouvé génial	I found it great	
2	je me suis bien amusé(e)	I really enjoyed myself	
3	j'ai tellement hâte	I'm really looking forward to it	

Intensifiers				
1	un peu	a bit		
2	assez	quite		
3	très	very		
4	vraiment	really		
5	beaucoup	much/ a lot		
6	trop	too		

Exclamations!!!		
1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Adjectives			
1	amusant	fun	
2	intéressant	interesting	
3	passionnant	exciting	
4	utile	useful	
5	beau	beautiful	
6	fantastique	fantastic	
7	incroyable	incredible	
8	ennuyeux/ barbant	boring	
9	fatigant	tiring	
10	difficile	difficult	
11	cher	expensive	

	Perfect Phrases For Any Essay				
1	Hier je suis allé au cinema/au stade/au restaurant/au parc/au café/à la piscine et c'était	Yesterday I went to the cinema/stadium/restaurant/park/ café/swimming pool and it was			
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était	l ate a pizza/fries/a hamburger/some ham/fish/an ice- cream and it was			
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était	I played football/tennis/rugby/golf and it was			
4	J'ai bu un coca/un jus d'orange et c'était	I drank a coke/an orange juice and it was			

Subject: French Beckfoot

\_0D\_

# Foundation Tier Knowledge Organiser



Sentence Starters		
1	je pense que	
2	je crois que	
3	à mon avis	
4	selon moi	
5	je dirais que	

	Signposting Time Frames		
1	l'année dernière		
2	la semaine dernière		
3	hier		
4	normalement		
5	d'habitude		
6	ce soir		
7	la semaine prochaine		
8	l'année prochaine		
9	dans l'avenir		

Connectives		
1	et	
2	ou	
3	où	
4	parce que	
5	car	
6	mais	
7	pourtant	
8	aussi	

	Frequency		
1	tous les jours		
2	de temps en temps		
3	une fois par semaine		
4	deux fois par mois		
5	nejamais		
6	toujours		
7	souvent		
8	quelquefois		

Fancy Phrases			
1	je l'ai trouvé génial		
2	je me suis bien amusé(e)		
3	j'ai tellement hâte		

Intensifiers		
1	un peu	
2	assez	
3	très	
4	vraiment	
5	beaucoup	
6	trop	

Exclamations!!!		
1	Quel dommage!	
2	Quel plaisir!	

Adjectives		
1	amusant	
2	intéressant	
3	passionnant	
4	utile	
5	beau	
6	fantastique	
7	incroyable	
8	ennuyeux/ barbant	
9	fatigant	
10	difficile	
11	cher	

	Perfect Phrases	For Any Essay
1	Hier je suis allé au cinema/au stade/au restaurant/au parc/au café/à la piscine et c'était	
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était	
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était…	
4	J'ai bu un coca/un jus d'orange et c'était	



## Higher Tier Knowledge Organiser



Present Tense		
1	Je suis	lam
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	lgo
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	l play
8	Je mange	l eat
9	Je bois	I drink
10	Je lis	l read
11	Je vois	l see
12	J'achète	I buy
13	Je trouve	I find
14	Je travaille	l work
15	Je pense	I think
16	Je crois	I believe
17	Je dois	I have to
18	Je peux	l can
19	Je veux	l want to
20	c'est	it's

Perfect Tense				
1	Je suis allé	Je suis allé(e)		
2	Je suis par	Je suis parti(e)		
3	J'ai fait		I did/made	
4	J'ai aimé		I liked	
5	J'ai déteste	5	I hated	
6	J'ai joué		I played	
7	J'ai mangé		l ate	
8	J'ai acheté		I bought	
9	J'ai trouvé	J'ai trouvé		
10	) J'ai travaill	J'ai travaillé		
11	J'ai regard	é	I watched	
12	J'ai vu		l saw	
13	J'ai bu		I drank	
14	J'ai lu		l read	
ll y a				
1	ll y a	ll y a There		
2	ll y avait	l y avait There w		
3	ll y aura	yaura There will be		
4	ll y aurait	There would be		

Imperfect Tense - I used to		
1	J'étais	be
2	J'allais	go
3	J'avais	have
4	Je faisais	do
5	Je jouais	play
6	Je regardais	watch
7	J'écoutais	listen
8	Je mangeais	eat
9	Je buvais	drink
10	J'achetais	buy
11	J'aimais	like
12	C'était	lt was

Future Tense		
1	Je serai	I will be
2	J'aurai	I will have
3	J'irai	I will go
4	Je ferai	I will do
5	Je jouerai	I will play
6	Je regarderai	I will watch
7	Je mangerai	I will eat
8	J'acheterai	I will buy
9	Je travaillerai	I will work
10	Je verrai	I will see
11	Je boirai	I will drink
12	ll sera	It will be

	Structures with infinitives			
1	J'aime aller/faire	I like going/doing		
2	Je n'aime pas aller/faire	I don't like going/doing		
3	Je vais aller/jouer	I am going to go/to play		
4	Je voudrais aller/jouer	I would like to go/play		
5	il faut aller/jouer	you have to go/play		
6	on peut/doit aller	you can/must go		



# Subject: French

## Higher Tier Knowledge Organiser



Present Tense			
1	Je suis		
2	J'ai		
3	Je fais		
4	Je vais		
5	J'aime		
6	Je déteste		
7	Je joue		
8	Je mange		
9	Je bois		
10	Je lis		
11	Je vois		
12	J'achète		
13	Je trouve		
14	Je travaille		
15	Je pense		
16	Je crois		
17	Je dois		
18	Je peux		
19	Je veux		
20	c'est		

	Perfect Tense				
1		Je suis allé(e)			
2		Je suis parti(e)			
3		J'ai fait			
4		J'ai aimé			
5		J'ai détesté	2		
6		J'ai joué			
7		J'ai mangé			
8		J'ai acheté			
9		J'ai trouvé			
10	)	J'ai travaillé			
11	_	J'ai regardé			
12	)	J'ai vu			
13	3	J'ai bu			
14	ł	J'ai lu			
llya					
1	1	lya			
2		l y avait			
3		l y aura			
4		l y aurait			

	Imperfect Tense - I used to		Future Tense		
1	J'étais		1	Je serai	
2	J'allais		2	J'aurai	
3	J'avais		3	J'irai	
4	Je faisais		4	Je ferai	
5	Je jouais		5	Je jouerai	
6	Je regardais		6	Je regarderai	
7	J'écoutais		7	Je mangerai	
8	Je mangeais		8	J'acheterai	
9	Je buvais		9	Je travaillerai	
10	J'achetais		10	Je verrai	
11	J'aimais		11	Je boirai	
12	C'était		12	ll sera	

	Structures with infinitives				
1	J'aime aller/faire				
2	Je n'aime pas aller/faire				
3	Je vais aller/jouer				
4	Je voudrais aller/jouer				
5	il faut aller/jouer				
6	on peut/doit aller				

	Sentence Starters				
1	je pense que	I think that			
2	je crois que	I believe that			
3	à mon avis	in my opinion			
4	selon moi	in my opinion			
5	je dirais que	I would say that			
6	il me semble que	it seems to me that			
7	d'un point de vue personnel	from a personal point of view			
8	bien que je sache que	although I know that			
9	à cause du fait que	due to the fact that			
10	Je considerais que	I would consider that			
11	il faut que je dise que	I have to say that			

	Signposting Time Frames				
1	l'année dernière	last year			
2	la semaine dernière	last week			
3	hier	yesterday			
4	normalement	normally			
5	d'habitude	usually			
6	ce soir	this evening			
7	la semaine prochaine	next week			
8	l'année prochaine	next year			
9	dans l'avenir	in the future			

Higher Tieı	<sup>•</sup> Knowledge	Organiser
-------------	------------------------	-----------

K NA	



Connectives			
1	parce que	because	1
2	car	because	2
3	mais	but	3
4	pourtant	however	4
5	en revanche	however	5
6	néanmoins	nevertheless	6
7	certes	admittedly	7
8	aussi	also	8
9	donc	therefore	
10	d'ailleurs	besides	
11	bien que (+subj)	although	1
12	à moins que (+subi)	unless	2

	Frequency				
1	tous les jours	every day			
2	de temps en temps	from time to time			
3	une fois par semaine	once a week			
1	deux fois par mois	twice a month			
5	nejamais	never			
õ	toujours	always			
7	souvent	often			
3	quelquefois/ parfois	sometimes			

Intensifiers				Adjective	s
1	un peu	a bit	1	amusant	fun
2	assez	quite	2	intéressant	interesting
3	très	very	3	passionnant	exciting
4	vraiment	really	4	utile	useful
5	beaucoup	much/ a lot	5	beau	beautiful
6	trop	too	6	fantastique	fantastic
7	tellement	SO			
8	extrêmement	extremely	7	incroyable	incredible
			8	ennuyeux/	boring
Exclamations!!!				barbant	
1	Quel	What a	9	fatigant	tiring
	dommage!	shame!	10	difficile	difficult
2	Quel plaisir!	What a pleasure!	11	cher	expensive

	Fancy Phrases			
1	après avoir mangé	after having eaten		
2	je l'ai trouvé génial	I found it great		
3	je me suis bien amusé(e)	I really enjoyed myself		
4	ça m'a vraiment plu	I really enjoyed it		
5	ça en valait la peine	It was worth it		
6	je n'aurais jamais pensé	I would never have thought		
7	j'ai tellement hâte	I'm really looking forward to it		
8	le jeu en vaudra la chandelle	it will be worth it		

ित्र Subject: French

# Higher Tier Knowledge Organiser

KS4



Sentence Starters			
1	je pense que		
2	je crois que		
3	à mon avis		
4	selon moi		
5	je dirais que		
6	il me semble que		
7	d'un point de vue personnel		
8	bien que je sache que		ľ
9	à cause du fait que		ſ
10	Je considerais que		
11	il faut que je dise que		

Signposting Time Frames			
1	l'année dernière		
2	la semaine dernière		
3	hier		
4	normalement		
5	d'habitude		
6	ce soir		
7	la semaine prochaine		
8	l'année prochaine		
9	dans l'avenir		

Connectives			
1	parce que		
2	car		
3	mais		
4	pourtant		
5	en revanche		
6	néanmoins		
7	certes		
8	aussi		
9	donc		
10	d'ailleurs		
11	bien que (+subj)		
12	à moins que (+subj)		

Frequency			
	tous les jours		
	de temps en temps		
	une fois par semaine		
	deux fois par mois		
	nejamais		
	toujours		
	souvent		
	quelquefois/ parfois		

	Intensifiers Adjectives		es		
1	un peu		1	amusant	
2	assez		2	intéressant	
3	très		3	passionnant	
4	vraiment		4	utile	
5	beaucoup		5	beau	
6	trop		6	fantastique	
7	tellement		-		
8	extrêmement		7	incroyable	
		8	ennuyeux/		
Exclamations!!!			barbant		
1	Quel		9	fatigant	
	dommage!		10	difficile	
2	Quel plaisir!		11	cher	

	Fancy Phrases		
1	après avoir mangé		
2	je l'ai trouvé génial		
3	je me suis bien amusé(e)		
4	ça m'a vraiment plu		
5	ça en valait la peine		
6	je n'aurais jamais pensé		
7	j'ai tellement hâte		
8	le jeu en vaudra la chandelle		
#### Beckfoot Subject: German

#### Foundation Tier Knowledge Organiser

KS4

enjoy lean succeed

	Present T	ense			Perfect Tense Simple Past						Future/Conditional Tense			
1	Ich bin	lam	1	L	Ich bin gegangen		l went	1	ich war	l was	ich	werde/möchte	(I will/would like to)	
2	Ich habe	I have	2	2	Ich bin gefahren		I travelled	2	es war	it was	1	sein	be	
3	Ich mache	I do/make	-	3	Ich bin geflogen		l flew	3	sie waren	they were	2	werden	become	
4	Ich gehe	l go	4	1	Ich bin geblieben		l stayed				3	gehen	go	
5	Ich fahre	l travel	5	5	Ich habe gemacht		I did/made	4	ich natte	Inad	4	fahren	travel	
6	Ich mag	l like	e	5	Ich habe gespielt		I played	5	es gab	there was/were	5	spielen	play	
7	Ich hasse	l hate	-	7	Ich habe gegesser	<u></u> า	late		Conditio	nal Fancy	6	essen	eat	
8	Ich spiele	l play	5	2	Ich habe getrunke	'n	Ldrank	1	ich wäre	I would be	7	trinken	drink	
9						-11	Lhought	2	es wäre	it would be	8	sehen	see	
10				1	ich habe gekault		TDOUGHL				9	arbeiten	work	
10	Ich trinke	I drink	1	0	Ich habe gearbeit	et	l worked	3	sie waren	they would be	10	lesen	read	
11	Ich lese	l read	1	1	Ich habe gesehen		I watched	4	ich hätte	I would have	11	machen	make/do	
12	Ich sehe	l see	1	2	Ich habe gelesen		l read	5	es gäbe	there would be	12	besuchen	visit	
13	lch kaufe	I buy	1	3	Ich habe gefunder	n	l found			Structures				
14	Ich finde	I find	1	4	ich habe besucht		l visited	1	ich maura m	och actures	vvien			
15	Ich arbeite	I work					ļ]		ich mussm	lachen		I have to do		
16	Ich denke	I think			Using C	Gebe	n	2	ich darfm	achen		I am allowed	to do	
17	Ich muss	I have to	1	L	es gibt	The	ere is/are	3	ich kannm	nachen		I can do		
18	lch kann	l can	2	2	es gab	The	ere was/were	4	ich sollma	chen	I should do			
19	Ich will	l want to	3	3	es wirdgeben	es wirdgeben There			ich willma	chen	I want to do			
20	es ist	it's	4	1	es würde…geben	The	ere would be	6 man muss/kann/sollmachen				you must/can/should do		



KS4

enjoy learn succeed

	Present T	ense		Perfect	Tense	e		Simpl	e Past	Future/Conditional Tense			
1	Ich bin	lam	1			l went	1	ich war	l was	ich	werde/möchte	(I will/would like to)	
2	Ich habe	I have	2			l travelled	2		it was	1	sein	be	
3	Ich mache	I do/make	3			l flew	3	sie waren	theywere	2	werden	become	
4		lgo	4			l stayed				3		go	
5		l travel	5			I did/made	4	ich hatte	Ihad	4		travel	
6	Ich mag	l like	6			l played	5		there was/were	5		play	
7	Ich hasse	I hate	7			late		Conditio	nal Fancy	6		eat	
8		l play	8			l drank	1	ich wäre	I would be	7		drink	
9		l eat	0			Lbought	2	es wäre	it would be	8	sehen	see	
10			9			TDOUgIIL				9	arbeiten	work	
10			10			l worked	3	sie waren	they would be	10	lesen	read	
11	Ich lese	l read	11			I watched	4	ich hätte	I would have	11	machen	make/do	
12	Ich sehe	l see	12			l read	5	es gäbe	there would be	12	besuchen	visit	
13		I buy	13			l found			Structures	With I	nfinitives	1	
14	Ich finde	l find	14			l visited	1	ich mausa m			L boyo to do		
15	Ich arbeite	l work							lachen		Thave to do		
16	Ich denke	I think		Using (	Geber	n	2	ich darfm	achen		I am allowed	to do	
17	Ich muss	I have to	1		The	re is/are	3	ich kannm	nachen		I can do		
18	lch kann	l can	2		The	re was/were	4	ich sollma	chen		I should do		
19	Ich will	l want to	3	es wirdgeben	The	re will be	5	ich willma	chen	I want to do			
20		it's	4	es würde…geben	The	re would be	6	6 man muss/kann/sollmachen			you must/can/should do		



#### Subject: German

lecker und es hat sich wirklich gelohnt. Wahnsinn!

#### Foundation Tier Knowledge Organiser

KS4

myself I love pizza.



	-																
	Sente	nce <b>S</b> t	arters				Conn	ectiv	es				Intensi	fiers		Adjectiv	es
1	meiner Meinung na	ich	in my opinior	า		1	und		and			1	ein bisschen	a bit	1	lustig	funny
2	meines erachtens		in my opinior	า		2	aber		but			2	ziemlich	quite	2	interessant	interesting
3	im Großen und Gan	zen	all in all			3	denn		because			3	sehr	very	3	spannend	exciting
4	ich denke, dass		I think that			4	oder		or			4	wirklich	really	4	nützlich	useful
5	ich würde sagen, da	iss	I would say tl	hat		5	5 jedoch		however	ver		5	echt	genuinely	5	schön	beautiful
6	ich muss sagon, das	<u> </u>		that	┥┝	6	außerdem		furtherm	ore	:	6	zu	too	6	toll	great
0	ich muss sagen, uas	5	Thave to say	tilat	┛┢	7	weil/da		because			7	SO	SO	7	unglaublich	incredible
	Signposting Tin	ne Fra	mes		F	8	dass		that		_	8	ganz	totally	8	langweilig	boring
1	letztes Jahr	last y	ear		_		F						Evelopment		9	anstrengend	tiring
2	letzte Woche	last v	veek				Frequency	/			_		Exclama		10	schwierig	difficult
3	gestern	yeste	rday	1 je	eden	Tag		every day			1	Wie Schade!	What a shame!	11	teuer	expensive	
4	normalerweise	norm	ally	2 a	b un	nd zu		from	i time to tii	me		2	Wahnsinn!	Wow!	12	billig	cheap
5	gewöhnlich	usual	ly	3 е	inma	al pro	Woche	once	e a week							0	· ·
6	dieses Abend	this e	vening		wein	nal nr	o Woche	twice a month			_		-	Fancy	Phra	ses	
7	nächste Woche	next	week	5 n	io			neve	ar		_	1	es hat eine N	lenge Spaß gemac	cht it was loads of fun		
8	nächstes Jahr	next	year					alwa			_	2	es hat sich wi	rklich gelohnt	it was really worth it		
0	in der Zukunft	in the	future		nine n	-		alwa	ys		_	3	das hat mir ge	efallen	l liked it		
10					π			ofter	1		_	4	ich freue mic	h schon darauf		I am already lookin	g forward to it
10	am wochenende	at the	e weekend	8 n	nanc	hmal		som	etimes			5	ich werde mie	ch amüsieren		I will enjoy myself	
	Perfect Past Examples												Fantastic Futur	e Exa	mples		
1	Letztes Wochenende Kino/Café/Restaurant und es hat eine Meng	gangen	Last cine mus	ast weekend I went to the inema/café/restaurant/stadium/ nuseum and it was loads of fun.			1	l F f	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.			N fr Ic	ext year I will travel ends to Berlin. I arr oking forward to it.	with my already			
2	Ich habe Hähnchen, f und ich habe Cola get	Pomme trunken	s und Salat geg Das Essen wa	gessen ar sehr	I ate chicken, chips and salad and I     2       drank cola     The food was very tasty				l	lch m möch	öchte ins Café g te Pizza essen. J	ehen und ich ch werde mich	I would like to go to café and I would like to eat pizza. I will epicy				

amüsieren, weil ich Pizza liebe.

and it was really worth it. Wow!



KS4



	Sentence Starters					Connectives					Intensi	fiers	]	Adjectives		
1			in my opinior	า		1	und		and		1	ein bisschen	a bit	1	lustig	funny
2	meines erachtens		in my opinior	า		2			but		2		quite	2	interessant	interesting
3	im Großen und Gan	izen	all in all			3			because	!	3		very	3		exciting
4	ich denke, dass		I think that			4	oder		or		4	wirklich	really	4	nützlich	useful
5			I would say			5	jedoch		however	r	5	echt	genuinely	5		beautiful
6	ich muss sagen		I have to say			6			furtherm	nore	6	zu	too	6	toll	great
Ŭ						7			because	!	7	SO	SO	7		incredible
	Signposting Tin	ne Fra	mes		8 dass that						8	ganz	totally	8	langweilig	boring
1		last y	ear				Erequency	v				Fxclamat	ionsIII	9	anstrengend	tiring
2	letzte Woche	last w	veek	1	Frequency				v dav		1	Wie	What a	10	schwierig	difficult
3		yeste	rday	2	Jeac	146		from	time to ti	ime		Schade!	shame!	11		expensive
4		norm	ally							inte	2	Wahnsinn!	Wow!	12		cheap
5	gewöhnlich	usual	ly	3	einm	nal pro	Woche	once	e a week				Eano	Phra	505	
6	dieses Abend	this e	vening	4				twice a month			1		Fanc	y F III a	twas loads of fun	
7		next	week	5	nie			neve	never							:+
8	nächstes Jahr	next	/ear	6	imm	er		alwa	iys							11
9	in der Zukunft	in the	e future	7	oft			ofter	n							- f
10		at the	e weekend	8				som	etimes		4				will enjoy myself	ig forward to it
					_											
			Perfect Pas	st Examp	oles								Fantastic Futu	re Exa	mples	
1	. Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.					Last weekend I went to the cinema/café/restaurant/stadium/ museum and it was loads of fun.			1	Näch Freur freue	stes Jahr werde i nden nach Berlin mich schon dara	ch mit meinen fahren und ich auf.	Ne fri Io	ext year I will travel ends to Berlin. I an oking forward to it.	with my n already	
2	2 Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!				I ate chicken, chips and salad and I     2       drank cola. The food was very tasty     and it was really worth it Wowl			2	Ich m möch amüs	ch möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.			café and I a. I will enjoy			

#### Beckfoot Subject: German

#### Higher Tier Knowledge Organiser

KS4

enjoy learn succeed

	Present T	ense		Perfect Tense				Simpl	e Past	Future/Conditional Tense			
1	Ich bin	lam	1	Ich bin gegangen	١w	vent	1	ich war	l was	ich	werde/möchte	(I will/would like to)	
2	Ich habe	I have	2	Ich bin gefahren	۱tr	ravelled	2	es war	it was	1	sein	be	
3	Ich mache	I do/make	3	Ich bin geflogen	I fle	ew	3	sie waren	they were	2	werden	become	
4	Ich gehe	lgo	4	Ich bin geblieben	l st	tayed				3	gehen	go	
5	Ich fahre	I travel	5	Ich habe gemacht	t I di	id/made	4	ich natte	Inad	4	fahren	travel	
6	Ich mag	I like	6	Ich habe gespielt	l pl	layed	5	es gab	there was/were	5	spielen	play	
7	Ich hasse	I hate	7	Ich habe gegesser	n lat	te		Conditio	nal Fancy	6	essen	eat	
8	Ich spiele	l plav	8	Ich habe getrunke	en Idi	rank	1	ich wäre	I would be	7	trinken	drink	
9			0			ought	2	es wäre	it would be	8	sehen	see	
10			9	ісп паре декації		ougnt				9	arbeiten	work	
10	Ich trinke	l drink	10	Ich habe gearbeit	tet Iw	vorked	3	sie waren	they would be	10	lesen	read	
11	Ich lese	l read	11	Ich habe gesehen	n Iw	vatched	4	ich hätte	I would have	11	machen	make/do	
12	Ich sehe	l see	12	Ich habe gelesen	١re	ead	5	es gäbe	there would be	12	besuchen	visit	
13	Ich kaufe	l buy	13	Ich habe gefunde	n I fc	ound			Structures				
14	Ich finde	l find	14	ich habe besucht	l vi	isited	1	isk mannes m					
15	Ich arbeite	l work						ich mussn	lachen		T have to do		
16	Ich denke	I think		Using	Geben		2	ich darfm	achen		I am allowed	to do	
17	Ich muss	I have to	1	es gibt	There is/	/are	3	ich kannm	nachen		I can do		
18	Ich kann	l can	2	es gab	There w	as/were	4	ich sollma	chen		I should do		
19	Ich will	l want to	3	es wirdgeben	There w	ill be	5 ich willmachen		chen		I want to do		
20	es ist	it's	4	es würde…geben	There w	ould be	6 man muss/kann/sollmachen			you must/can/should do			



KS4

enjoy learn succeed

	Present Te	ense		Perfect T	Tense	Simple Past Future/Conditional Tense					
1	Ich bin		1	Ich bin gegangen		1	ich war		ich	werde/möchte	(I will/would like to)
2	Ich habe		2	Ich bin gefahren		2	es war		1	sein	
3	Ich mache		3	Ich bin geflogen		3	sie waren		2	werden	
4	Ich gehe		4	Ich bin geblieben					3	gehen	
5	Ich fahre		5	Ich habe gemacht		4	ich hatte		4	fahren	
6	Ich mag		6	Ich habe gespielt		5	es gab		5	spielen	
7	Ich hasse		7	Ich habe gegessen	1		Conditio	nal Fancy	6	essen	
8	Ich spiele		8	Ich habe getrunke	n	1	ich wäre		7	trinken	
9	lch esse					2	es wäre		8	sehen	
10	Ich trinko					2	cio wärop		9	arbeiten	
10			10	ICN habe gearbeite	et		SIE WATEL		10	lesen	
11	Ich lese		11	Ich habe gesehen		4	ich hätte		11	machen	
12	Ich sehe		12	Ich habe gelesen		5	es gäbe		12	besuchen	
13	Ich kaufe		13	Ich habe gefunder	ı		1	Structures	With Ir	ofinitives	
14	Ich finde		14	ich habe besucht		1	ich muss m	hachen			
15	Ich arbeite										
16	Ich denke				ieben	2	ich darfm	achen			
17	Ich muss		1	es gibt		3	ich kannm	nachen			
18	lch kann		2	es gab		4	ich sollma	chen			
19	Ich will		3	es wirdgeben		5	ich willma	achen			
20	es ist		4	es würde…geben		6	man muss/k	kann/sollmachen			



KS4

Intensifiers

a bit

quite

very

really

too

SO

Exclamations!!!

totally

What a

shame!

Wow!

genuinely

ein bisschen

ziemlich

wirklich

sehr

echt

ganz

Wie

Schade!

Wahnsinn!

1

2

4

5

6 zu

7 so

8

1



	Sentence St	arters	
1	meiner Meinung nach	in my opinion	
2	meines erachtens	in my opinion	
3	im Großen und Ganzen	all in all	
4	auf der einen Seite	on the one hand	
5	aber auf der anderen	but on the other hand	
	Seite		
6	es scheint mir, dass	it seems to me that	
7	ich denke, dass	I think that	
8	ich würde sagen, dass	I would say that	
9	obwohl ich weiß, dass	although I know that	
10	ich glaube, dass	I believe that	
11	ich muss sagen, dass	I have to say that	

	Connective	es
1	und	and
2	aber	but
3	denn	because
4	sondern (neg)	but
5	jedoch	however
6	deshalb	therefore
7	trotzdem	nevertheless
8	außerdem	furthermore
9	weil/da	because
10	dass	that
11	obwohl	although
12	wenn	if/when

	Signposting Time	Frames		Frequency	/
1	letztes Jahr	last year	1	jeden Tag	every day
2	letzte Woche	last week	2	ab und zu	from time to time
3	gestern	yesterday		 	
4	normalerweise	normally	3	einmai pro Woche	once a week
5	gewöhnlich	usually	4	zweimal pro Woche	twice a month
6	dieses Abend	this evening	5	nie	never
7	nächste Woche	next week	6	immer	always
8	nächstes Jahr	next year	7	oft	often
9	in der Zukunft	in the future	8	manchmal	sometimes

	Adjective	s
1	lustig	funny
2	interessant	interesting
3	spannend	exciting
 4	nützlich	useful
5	schön	beautiful
 6	toll	great
 7	unglaublich	incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
 11	teuer	expensive
12	billig	cheap

	Fancy Phi	rases
1	es hat eine Menge Spaß gemacht	it was loads of fun
2	ich habe mich wirklich amüsiert	I really enjoyed myself
3	es hat sich wirklich gelohnt	it was really worth it
4	das hat mir gefallen	l liked it
5	ich hätte nie gedacht	I would have never thought
6	je (heißer), desto besser	the (hotter) the better
7	ich freue mich schon darauf	I am already looking forward to it
8	es wird bestimmt viel Spaß machen	it will definitely be lots of fun



KS4



	Sentence Starters				Connectives				Intens	ifiers	Adjectives			
1	meiner Meinung nach				1	und		1	ein bisschen	a bit	1	lustig		
2	meines erachtens				2	aber		2	ziemlich		2	interessant		
3	im Großen und Ganzen				3	denn		3	sehr		3	spannend		
4	auf der einen Seite				4	sondern (neg)		4	wirklich		4	nützlich		
5	aber auf der anderen				5	jedoch		5	echt		5	schön		
	Seite				6	deshalb		6	zu		6	toll		
6	es scheint mir, dass				7	trotzdem		7	so		7	unglaublich		
7	ich denke, dass				8	außerdem		8	ganz					
8	ich würde sagen, dass				9	weil/da			Exclama	tions!!!	8	langweilig		
9	obwohl ich weiß, dass				10	dass					9	anstrengend		
10	ich glaube, dass				11	obwohl		┨╵	Schade!		10	schwierig		
11	ich muss sagen, dass				12	wenn			Wahnsinn!		11	teuer		
								]   <sup>-</sup>			12	billig		
	Signposting Time F	rames			Frequency									
1	letztes Jahr		1	jeder	n Tag					Fancy	/ Phras	es		
2	letzte Woche		2	ab ui	nd zu				. es hat eine N	lenge Spaß gemac	ht			
3	gestern							2	ich habe mic	h wirklich amüsier	t			
4	normalerweise		3	einm	al pro	Woche		3	es hat sich w	irklich gelohnt				
5	gewöhnlich		4	zweir	mal pro	o Woche			das hat mir g	efallen				
6	dieses Abend		5	nie					ich hätte nie	gedacht				
7	nächste Woche		6	imme	er			6	je (heißer), d	esto besser				
8	nächstes Jahr		7	oft					ich freue mic	ch schon darauf				
9	in der Zukunft		8	mano	chmal			8	es wird besti machen	mmt viel Spaß				

4	Subject: Geog		grap	ny Topic:Fie	Idwork		Yea	ar Group: I I	enjoy learn succeed		
and and	WELCOME TO HORNSEA LAGEANDE NOTER	- do-	C. So field	C. Selecting appropriate ways of processing and presenting fieldwork data				E. Reaching conclusions			
A.	Suitable question for	r geographical enquiry		Method	Appreciation that a range of visual, graphical and cartographic methods is available	1	C	onclusion	Draw evidenced conclusions in relation to original aims of the enquiry.		
1	Choosing a	The factors that need to be considered when selecting suitable questions/hypotheses for geographical	2	Presentation of data	Selection and accurate use of appropriate presentation methods.	<b>F</b> . <b>E</b>	Evalu	ation of geographical	hical enquiry		
enquiry	enquiry. The geographical theory/concept underpinning the enquiry.	3 Presentation of data		Description, explanation and adaptation of presentation methods	2		enquiry Limitations of	collection methods.			
2	Data sources	Appropriate sources of primary and secondary evidence, including locations for fieldwork.						enquiry Additional data	collected. Suggestions for other data that might be		
3	Risk assessment	The potential risks of both human and physical fieldwork and how these risks might be reduced.				4		Reliability of conclusions	Extent to which conclusions were reliable.		
B. Selecting, measuring and recording data appropriate to the chosen enquiry					4	ALL ALL					
1	Choosing suitable data	Difference between primary and secondary data. Identification and selection of appropriate physical and human data.									
2	Sampling methods	Measuring and recording data using different sampling methods.									
3	Justification of enquiry	Description and justification of data collection methods.		Interpretation of results	Description, analysis and explanation of the results of fieldwork data.						
	Land	Prevailing wind 1–5 Movement of pebbles along th beach 5	2	Use of statistics	Esta blish links between data sets. Use a ppropriate statistical techniques.	1					
	Sea Waves approach at an angle.	Backwash is always at right angles.	3	Anomalies in data	Identification of a nomalies in field work data.	Certification of the second se					

\$	Subject: Geog		graphy	V Topic:Fieldwork	,	Year Group: I I	enjov learn succeed	
F	WELCOME TO HORNSEA DESULTION LAGEANDE SOUTE	, db., Beckfoot	C. Sel fieldw	ecting appropriate ways of processing and presenting vork data	E. R	eaching conclusions	-	
A. :	Suitable question for	r geographical enquiry	1	Method		1	conclusion	
1	Choosing a suitable enquiry		2	Presentation of data Presentation of		<b>F. Ev</b> 1	valuation of geographical e	enquiry
2			<b>_</b>	data		2	Limitations of enquiry	
3	Data sources					3	Additional data collection	
	Risk assessment					4		
B. the	B. Selecting, measuring and recording data appropriate to the chosen enquiry							
1	Choosing suitable data							
2	Sampling methods		D. De	escribing, analysing and explaining fieldwork data				
3	Justification of enquiry			Interpretation of results				
L E	Land	Prevailing wind 1-5 Movement of pebbles along the beach 5	2	Use of statistics		P		
-	Sea Waves approach at an angle.	Backwash is always at right angles.	3	Anomalies in data				7

		Subject:	: Geography	Topic:Fieldwork			Year Group: I I	enjoy learned	
	Beckfoot		_					SUCCES	
1. Primary Data data that you have personally collected		ly 9. Data presentation		how you display your data in a visual format		16. Transect	A line along which you take	e regular measurements	
2. Secondary Data data that has been collected fr someone else		d from 10. Data Analysis		how you break down the different data sets and compare them to identify trends or findings relevant to your aim.					
						17. Clinometer	A device that measures the another	e beach incline in degrees from one point to	
3. Sample	refers to a small part of a w study a rea, or study popula	hole tion	11. Evaluation	you critically appraise the usefulness	1 [				
which are representative of the area being investigated.		he		and accuracy of your methods and the certainty of your findings in your investigation.		18. Ranging Pole	Large poles used to mark out set distances, or locations during fieldwork.		
4. Pilot study	A trail run of your investigat	ion in errors tion. 12. Quantitative				19. Environmental	a subjective method of me	asuring the quality of the built or natural	
	before the main data collec			data collected in numbered form		Quality Survey	environment.		
5. Random	choosing sites or people wit	hout			$\left  \right $	20. Methods/ Methodology	The steps you took in orde	r to successfully carry out the collection of	
Jamping	has an equal chance of bein selected.	g data		numerical)			prinary data (where, whe	i, i.e., wie, wiy	
6. Systematic Sampling	taking a sample in a structu way which can be repeated	red							
7. Stratified	choosing sample sites or pe	ople	14. Conclusion	Do you accept or reject your initial					
sampling	based on shared characteris or differences	stics,		have collected?					
			15. Hypothesis	an enquiry question, or statement that					
8. Risk Assessment	looking at likelihood of poss harm to people whilst undertaking a fieldwork investigation, and taking ste reduce the risk of injury	sible eps to		underpins your investigation.					

	-00	Subject: C	Geography	Topic:Fieldwork			Year Group: I I	enjoy
1. Primary Data	Becktoot		9. Data presentation		][	16. Transect		200
2. Secondary Data		10. Data Analysis				17. Clinometer		
3. Sample			11. Evaluation			18. Ranging Pole		
4. Pilot study			12. Quantitative			19. Environmenta Quality Survey		
5. Random Sampling			data 13. Qualitative data		[	20. Methods/ Methodology		
6. Systematic Sampling								
7. Stratified sampling			14. Conclusion					
8. Risk Assessment			15. Hypothesis					



#### Topic: Elizabethan England - Troubles at home and abroad

Year Group: 11



1. Why was rel	igion important?	2. How did	people react to Elizabeth's religious changes?	Key Word	Definition
1. How did Tudor monarchs deal with	<ol> <li>England was made Protestant after Henry VIII's Reformation.</li> <li>Edward VI (1547-53) made extra rules and introduced the Book of Common Prayer.</li> <li>Mary (1553-58) reversed this and made the country Catholic. She</li> </ol>	1. How did English Catholics react to the	<ol> <li>Many Catholics feared revenge after Mary's reign, but Elizabeth generally tried to compromise with them.</li> <li>Recusancy fines for not attending church were low.</li> <li>In 1570 the Pope excommunicated Elizabeth and called for</li> </ol>	Book of Common Prayer	A Protestant text that was the basis of all services
religion?	<ol> <li>When Elizabeth took the throne religion was a difficult issue causing huge divisions.</li> </ol>	changes?	<ul> <li>rebellion against Elizabeth in a papal 'bull' (order).</li> <li>Elizabeth's policy became harsher after this. Fines rose and attending mass or sheltering Catholic priests became treason.</li> <li>Limits were also placed on Catholics being allowed to travel</li> </ul>	Excomm- unication	Being expelled from the Catholic church and declared a
2. What did Catholics and Protestants believe?	<ol> <li>Catholic beliefs: Pope as head of Church, Bible and services in Latin, unmarried priests, decorated churches, people talk to God through priests, transubstantiation (bread and wine are literally body and blood of Jesus).</li> </ol>		<ol> <li>There were four major Catholic plots against Elizabeth: Northem Rebellion 1569, Ridolfi Plot 1571, Throckmorton Plot 1583, Babington Plot 1586.</li> </ol>	Jesuit	traitor A member of the Society of Jesus, a
	<ol> <li>Protestant beliefs: Monarch as head of church, Bible and services in English, priests can marry, plain churches, people talk to God through prayer, consubstantiation (bread and wine represent the body and blood of Jesus).</li> <li>Shared beliefs: Priests have important role, God created the world and everything in it, Jesus was son of God, each religion is the true faith and should challenge unbelievers.</li> </ol>	2. How did foreign Catholics react to the	<ol> <li>A seminary was established in the Netherlands to train Catholic priests. It sent its first missionaries to England in 1574.</li> <li>The Jesuits arrived in England in 1580 a iming to boost Catholic conversion in England. The 1585 Act Against Jesuits and</li> </ol>	8	group of priests who sought to convert people to Catholicism
		changes?	Seminary Priests aimed to drive them out of England and they could be executed.	Mass	A Catholic service
3. What was Elizabeth's religious	<ol> <li>Elizabeth wanted a practical solution to the religious problems.</li> <li>She was a Protestant but tried to compromise with Catholics.</li> <li>She allowed priests to marry, brought back the Book of Common</li> </ol>		<ol> <li>Both France and spain began to support rebenion against Elizabeth by encouraging missionaries and paying for priests to be trained, though stopped short of declaring war.</li> <li>After the death of MQOS in 1586 and the defeat of the Armada in 1528. Cetholica leath and a faction of the fact and the defeat of the Armada</li> </ol>	Wissionaries	country to preach and seek converts
religious settlement?	<ul> <li>Prayer, and ensured services would be held in English.</li> <li>She made herself 'governor' of the Church, and allowed Catholics to worship in private.</li> <li>She appointed the moderate Protestant Matthew Parker as head of the Church.</li> </ul>	3. Why and how did Elizabeth's policy	<ol> <li>In the 1588, Catholics lost hope of getting rid of Elizabeth.</li> <li>In the 1580s tolerance of Catholics declined.</li> <li>Elizabeth faced a threat from Catholics in the North of England and in Europe, so felt vulnerable.</li> <li>The Jesuit Edmund Campion arrived in England in 1580 and</li> </ol>	Puritan	An extreme Protestant who refuses to compromise over issues of faith
4. Who were the Puritans?	<ol> <li>Puritans were extreme Protestants who would not compromise.</li> <li>Elizabeth appointed some bishops with Puritan views but ensured that they kept to the rules in order to keep their jobs.</li> <li>By 1668 most Puritans conformed though the Presbyterians</li> </ol>	change during her reign?	<ul> <li>began to preach to ordinary people.</li> <li>4. He was caught and tortured, before being executed in December 1581.</li> <li>5. Elizabeth introduced new laws including:</li> </ul>	Seminary	A place where Catholic priests are trained
	<ul> <li>continued to oppose her. Some Puritans set up separatist churches.</li> <li>There were some powerful Puritans including Walsingham who stopped Elizabeth cracking down on Puritans too harshly.</li> <li>In 1583 Archbishop Whitgift introduced new rules as part of a harsher approach to Puritans. Although there was some resistance Whitgift was able to stop Puritans becoming an organized threat.</li> </ul>		<ul> <li>1571: Created recusancy fines and banned ownership of Catholic items such as rosary beads.</li> <li>1581: Increased recusancy fines to £20.</li> <li>1585: Catholic priests were declared traitors and faced execution, along with anyone protecting them.</li> <li>1593: Statute of confinement: Catholics could not travel more than 5 miles from their home.</li> </ul>	Transub- stantiation	The Catholic belief that communion bread and wine is literallythe body and blood of Jesus rather than just a representation

ୁଇଡି Beckfoot	Subject: History	Topic: Elizabethan England	d - Troubles at home and abroad	Year Group: 11	enjoy leam succeed
1. Why was rel	igion important?	2. How did	d people react to Elizabeth's religious changes?	Key Word	Definition
1. How did Tudor monarchs deal with religion?		1. How did English Catholics react to the changes?		Book of Common Prayer	
2. What did Catholics and Protestants believe?				unication	
		2. How did foreign Catholics react to the changes?		Jesuit	
3. What was Elizabeth's religious settlement?				Missionaries	
4. Who were				Funtan	
4. Who were the Puritans?		3. Why and how did Eliza beth's policy change during hor		Seminary	
		reign?		Transub- stantiation	



#### Topic: Elizabethan England - Troubles at home and abroad

Year Group: 11



3. Mary, Que	een ofScots	4. Foreign co	nflict and warfare	Key Word	Definition	
1 Who was Mary, Queen of Scots?	<ol> <li>Mary (1542-1587) was Elizabeth's cousin who became Queen of Scotland at 8 days old.</li> <li>She married the heir to the French throne in 1558. He became King in 1559 making Mary Queen of Scotland and of France, but died in 1560.</li> <li>The Catholic Mary returned to Scotland but</li> </ol>	1. Why was Spain a threat and rival?	<ol> <li>Philip II had been Mary I's husband and proposed to Elizabeth, but she refused.</li> <li>Spain was an incredibly rich and powerful trade and military nation, but English raiders such as Drake had been stealing their wealth for years.</li> <li>Spain was a Catholic nation with the support of the Pope, who had called for rebellion against Elizabeth in 1570.</li> </ol>	Duke of Medina-Sidonia	Commander of the Armada, an inexperienced nobleman	
	<ol> <li>The cut the left has become more common and she was widely unpopular.</li> <li>She fled to England in 1567 after the death of her second husband.</li> <li>Many Protestants feared Mary's influence and</li> </ol>	2. How did England and Spain come into conflict?	<ol> <li>Spain ruled the Netherlands, which had a large, rebellious Protestant population.</li> <li>Elizabeth agreed to support the Protestant Dutch rebels against Spanish rule, offering them money and the use of English ports up until 1572.</li> <li>In 1585, she sent troops commanded by Dudley to help – an act of war.</li> </ol>	Fireships	Old or damaged ships filled with flammable goods, set on fire and	
	<ul> <li>called for her execution, but Elizabeth let her live as a prisoner for 19 years.</li> <li>6. Mary believed she was the rightful Queen of England and became an inspiration to Catholic plotters seeking to replace Elizabeth.</li> <li>7. Eventually she became involved in the Babington Plot of 1586 and Elizabeth was forced to support Parliament's call for her execution</li> </ul>	5. The Spanish 1. The English navy	<ol> <li>Henry VIII had made building a strong navy a priority due to England's position.</li> <li>He changed ships from a mode of transport to a fighting force in themselves, with strong defences and impressive weaponry. They raided other ships and ports.</li> <li>Drake became a brilliant naval commander, even attacking the Spanish navy in port in 1587, which was known as "singeing the King of Spain's beard".</li> <li>Elizabeth gave Drake and others licences to carry out piracy against Spanish ships using English ships and supplies. These people were known as privateers.</li> </ol>	Line of battle	aimed at enemies A naval tactic where ships formed into a single line to fire on enemy ships	
2. Why was Mary's execution important?	<ol> <li>Mary went on trial in October 1586 in front of 36 nobles including Walsingham, who had discovered the plot, and William Cecil.</li> <li>She said the trial was unfair and that she had not</li> </ol>	2. What advances were made in tactics and technology?	<ol> <li>Fireships were commonly used, where an old or damaged ship would be filled with flammable goods, set on fire and aimed at enemy ships or formations.</li> <li>The line of battle was used where all ships would form a single line and fire their cannons at the enemy to try and sink their ships.</li> <li>Faster ships, more powerful weapons and better navigation also contributed.</li> </ol>	Martyr Mary Queen of	A person who dies for their faith and is seen as a hero Elizabeth's cousin who saw here if as	
	<ol> <li>seen the evidence, and as a foreigner could not be guilty of reason.</li> <li>Elizabeth was not keen to have her executed as it might lead France or Spain to seek revenge, but agreed reluctantly on 1 February 1587.</li> <li>Mary was executed in private a week later.</li> </ol>	3. What was the Spanish Armada?	3. What was the Spanish Armada?	<ol> <li>Philip wanted to send a huge fleet to England, pick up an army from the Netherlands, and invade England. He hoped English Catholics would swear loyalty and support the invasion.</li> <li>The invasion force consisted of 151 ships, 7,000 sailors, 34,000 soldiers and 180 priests and monks. It had enough supplies for 4 weeks and was commanded by the Duke of Medina- Sidonia, who was a loyal commander but had no naval background.</li> </ol>	Privateers	rightful Queen of England
3. Did executing Mary solve Elizabeth's problems?	<ol> <li>Yes: It removed an important Catholic rival and made Catholic plots less likely.</li> <li>Yes: Although France and Spain expressed outrage they did nothing about it.</li> <li>No: It outraged Catholics and convinced many that Elizabeth was an evil monarch, just as the Pope said.</li> <li>No: It made Mary a martyr and Catholic heroine.</li> </ol>		<ol> <li>Once the fleet reached the English Channel on 6 August 1588, Drake waited for night to fall and then sent fireships in, causing the fleet to break up.</li> <li>The next day, the English ships attacked at the Battle of Gravelines and defeated the Spanish fleet, which fled.</li> <li>Bad weather then struck and drove the Spanish ships up England's east coast. Many ships upper upper back to be a struct of the presented in back to Graveline and a struct and ships</li> </ol>		given support and funding by Elizabeth	
			<ul> <li>were wrecked and only 65 ships ever made it back to Spain.</li> <li>The victory proved England could be a major naval power and Elizabeth made improving the navy a priority.</li> <li>Philip tried to plan a second Armada but never succeeded and Spain lost credibility as a rival to England. Most English Catholics accepted Elizabeth instead.</li> </ul>	Spanish Armada	The invasion force that attempted to invade England in August 1588	

ୁଇ Beckfoot	Subject: History	Topic: Elizabethan England - Troubles at home and abroad	Year Group: 11	oy am cceed
3. Mary, Que	een of Scots	4. Foreign conflict and warfare	Key Word Definition	n
1 Who was Mary, Queen of		1. Why was Spain a threat and rival?	Duke of Medina-Sidonia	
SCOLST		2. How did England and Spain come into conflict?	Fireships	
2. Why was		5. The Spanish Armada, 1588		
Mary's execution important?		1. The English navy	Line of battle	
		2. What advances were made in	Martyr	
		tactics and technology?	Mary Queen of Scots	
3. Did		3. What was the Spanish Armada?		
executing Mary solve Elizabeth's problems?			Privateers	
			Spanish Armada	



#### Topic: Life in Elizabethan England

Year Group: 11



							Je
1. How was	Tudo	r society structured?	2. How did the	wealt	hy live?	Key Word	Definition
1. What was the Great Chain of Being?	1. 2. 3. 4.	Tudor people imagined society as the Great Chain of Being. God was at the top, followed by angels and others in heaven. Humans were beneath, followed by animals and plants. Humans were subdivided with the monarch at the top, followed by the nobility, the gentry, and the peasants. This hierarchy was fixed and moving between the groups was	ed society as the Great Chain of Being. ollowed by angels and others in th, followed by animals and plants. ided with the monarch at the top, ht, the gentry, and the peasants. This nd moving between the groups was 1. How did people show their wealth? 2. They bui featurin 3. Fashion make-up 4. Men and		While the country was secure and stable, the rich were a ble to show off their wealth and status. They built impressive country houses and many hosted huge banquets featuring dishes of meat and expensive wines. Fashion was important and women wore fine clothes with white, lead-based make-up, to show they did not need to work outside. Men and women wore elaborate ruffs around their neeks	Duke Great Chain of Being	The highest rank of the nobility The hierarchythat Tudor society was
		almost impossible.	2 What was	1.			based on
2. Who were the nobility?	1. 2.	<ol> <li>The nobility were the richest, most respected members of society.</li> <li>The highest title was duke, followed by earl and baron. These titles were passed on and only rarely a warded by the monarch.</li> <li>Nobles were protected from torture and public humiliation, and even if found guilty of treason would be beheaded rather than hanged.</li> <li>Most nobles were landowners and passed land and money from father to son. They made up 1% of the population but had about 14% of its income.</li> <li>However, nobles were dependent on the monarch for influence.</li> </ol>	country houses like?	<ol> <li>a mese were private residences not communation country</li> <li>bouses like?</li> <li>Renaissance designs were often based on Greater a symmetrical appearance, oak panels, colour windows, and stacked chimneys.</li> </ol>	They were designed to show wealth rather than for security. Renaissance designs were often based on Greek or Roman architecture with a symmetrical appearance, oak panels, colourful tapestries, expensive glass windows, and stacked chimneys.	Landlord	A landowner who rented his land to tenants
	3.			4.	The centre of the house was the <b>great chamber</b> surrounded by as many rooms as possible. Servants had their own 'quarters'.	Pauper	The poorest peasants who were
	4.		3. What was th	e role	of the theatre in society?		dependent on charity
	5.		1. What was Tudor theatre like?	1. 2. 3. 4.	Public theatres were popular with rich and poor. Playwrights and acting companies became successful. All actors were male with boys playing the female roles. Theatre developed during Elizabeth's reign from plays put on at an inn to a fully developed purpers built attraction	Peasant	The lowest members of society who were mostly farm labourers
3. Who were the gentry?	1. 2.	The gentry were landlords of the countryside. They lived by the labour of their tenants rather than working themselves. They had incomes between £10 and £2000 a year and some were richer than the poorer nobles.		5. 6. 7.	Performances were chaotic with audiences pushing and heckling. The nobility had expensive seats and often chose to be patrons of a theatre company to show how cultured they were. The poor stood nearer the stage to watch the performance.	Playwright	A professional writer of plays
4 144	3. 4.	often JPs or members of parliament. The gentry grew as people made money in trade.	2. What opposition to theatre	1. 2. 3.	Some people felt theatre was sinful and wanted it banned. Theatres were associated with drunkenness, crime and disease. People feared large gatherings would spread disease.	Ruff	A type of frilly garment worn round the neck
4. Who were the peasants?	1. 2.	<ol> <li>Peasants were the poorest in society and worked on the land.</li> <li>They often struggled for regular work and poverty was</li> </ol>	existed?	4. 5.	Puritans believed people should spend their free time praying and studying the Bible rather than watching plays. The theatre remained popular, and Elizabeth herself enjoyed plays.	Tenant	A person who rented land either
	3.	Luckier peasants with reliable lords could support families.	3. Who was	1.	William Shakespeare (1564-1616) was the head writer for the Lord Chamberlain's Men		labour
	4. 5.	<ol> <li>Other peasants who fell out with their lords faced difficulties.</li> <li>Some were dependent on charity and were known as paupers. They begged or went to the local church for help.</li> </ol>	theatre?	2. 3.	He wrote 38 plays – tragedies, comedies and history plays. Richard Burbage (1568-1619) was a leading actor in the Lord Chamberlain's Men and played many famous roles. He also owned a theatre.	Treason	The act of betraying the monarch, punishable by death

ୁ ସିଥିଲୁ Beckfoot	Subject: History	Topic:	Life in Elizabethan England	Year	r Group: 11	enjoy learn succeed
1. How was	Tudor society structured?	2. How did the	wealthy live?		Key Word	Definition
1. What was the Great Chain of		1. How did people show their wealth?			Duke	
Being?					Great Chain of Being	
		2. What were country houses like?			Landlord	
2. Who were the					Pauper	
nobility?		3. What was th	e role of the theatre in society?			
		1. What was Tudor theatre like?			Peasant	
3. Who were the gentry?					Playwright	
		2. What opposition to theatre			Ruff	
4. Who were the peasants?		existed?			Tenant	
		3. Who was involved in theatre?			Treason	



#### **Topic: Life in Elizabethan England**

Year Group: 11



Definition Institutions offering

food and shelter to the poor. First setup by Archbishop Whitgift in London. A person who had

no work and begged for money or charity

Honest people who were poor through no fault of their own (unfortunate poor). Sometimes split into 'helpless poor' to be cared for and 'ablebodied poor' to be given work. People who chose to

beg rather than

work (idle poor) A rise in the cost of a

product e.g. food A new style of

farming that limited the area needing to be worked upon Charity given to the

poor funded by tax payers

Deliberately putting rents up to exploit the level of need and make more money

	4. How did t	he poor live ?	5. What was society	y's attitude to the poor?	Key Word
1. What problems did Elizabeth inherit?	<ol> <li>Henry VIII's policies made life for the poor harder. Closing the monasteries removed a source of support and 'debasing' the coinage damaged trade and jobs.</li> <li>During Edward IV's reign, the cloth trade collapsed</li> </ol>	1.1.1.Sympathetickattitudea2.43.0	The Great Chain of Being obliged higher people to look after those below them. This usually meant charitable donations rather than anything more significant. Attitudes changed in Elizabeth's reign because of growing poverty. More effort was made to help the 'deserving poor' find jobs or get charity. Almshouses were built to provide food and shelter	Almshouses	
		<ol> <li>Peasants were dependent on lords for security and could be cast out, so their lives were very insecure.</li> </ol>	2. Harsh 1. T attitude v	The 'undeserving poor' were beggars who didn't want honest work.	Deserving poor
2. What problems emerged in agriculture ?	<ol> <li>Bad harvests between 1594 and 1598 caused food shortages and starvation in some a reas.</li> <li>The new system of land enclosure required fewer</li> </ol>	2. i t 3. i	tricks they used to conhonest people out of money. Many we althy people became hostile to beggars. They were seen as the 'idle poor': lazy and deserving of punishment.		
	agriculture ?	<ul> <li>workers and left many people jobless and homeless.</li> <li>3. Many headed to the towns and cities for work but although these grew, there were still not enough jobs to go around.</li> <li>1. During Elizabeth's reign the population grew from 2.8m to 4m people.</li> <li>2. The birth rate increased and the death rate</li> </ul>	3. What 1. 7 types of 2. 7 beggars c were 3. 7	The Counterfeit Crank bit s oap to pretend to froth at the mouth. The Baretop Trickster was a woman who lured men in by removing clothes, who were then beaten and robbed by her a ccomplices. The Clapper Dudgeon put on dirty bandages or wounded	Undeserving
	3. What problems were		identified? t f 4. 1	fighting for England. Tom O'Bedlam would pretend to be mad and follow people, so	poor
	created by	decreased.	6. How did the gove		
	Poverty case studies	<ol> <li>As there were fewer available nomes landlords increased roots (rack-rooting)</li> <li>York: 1515 introduced beggar licences, 1528 a ppointed a Master Beggar to keep control of beggars, 'House of Correction' set up to offer work</li> </ol>	1. 1. U Punishment 2. T 3. II	Inder Tudor kings beggars were generally punished harshly. They could be put in the stocks, whipped or mutilated. n 1576 an Act was passed so localities could find work for the poor.	Land enclosure
	studies	in we aving and spinning. Those who refused were sent back to their villages.	2. How did 1. P towns and 2. In	Poverty was especially bad in urban areas. n London, Bridewell Palace was used as a shelter for the homeless.	Poor relief
		<ol> <li>Ipswich: 1569 Introduced beggar licences, opened a hos pital for the elderly and poor, trained young people to find a trade, had a House of Correction.</li> <li>Norwich: Offered the 'idle poor' work and gave food and care to the 'unfortunate poor'. Taxed rich citizens to pay for 'poor relief'</li> </ol>	cities deal 3. B with 4. H poverty? 5. C g	Bedlam was established as a hospital for the mentally ill. Hospitals were opened for orphans and the sick. Conditions were still poor and poverty continued to grow, so crime grew as a result. Local authorities often struggled to cope with this.	Rack renting

ୁ ସିଥିଲୁ Beckfoot	Subject: History	Topic: L	ife in Elizabethan England	Year Group: 11	enjoy learn succeed
4. How didth	ne poor live ?	5. What was	s society's attitude to the poor?	Key Word	Definition
1. What problems did Elizabeth inherit?		1. Sympathetic attitude		Almshouses	
		2 Harsh		Beggar	
2. What problems emerged in		attitude		Deserving poor	
agriculture ?		3. What types of			
3. What problems		beggars were identified?			
created by population				Undeserving poor	
growth?		6. How did t	he government deal with poverty?	Inflation	
Poverty case studies		1. Punishment		Land enclosure	
		2. How did towns and		Poor relief	
		with poverty?		Rack renting	

Be	ซี่อิ ckfoot	
	Flizahe	th

beggars

#### Topic: Life in Elizabethan England

Year Group: 11



					2000
7. Elizabetha	and the Poor Laws	8. Francis Dr	ake and the Age of Exploration	Key Word	Definition
1. What were the Poor Laws?	<ol> <li>What</li> <li>In 1601 Elizabeth introduced the Poor Laws after seeings uccesses in dealing with poverty in some towns and cities such as York.</li> <li>In each area of the country, the wealthy would be taxed to provide relief or the poor, old and sick.</li> </ol>	In 1601 Elizabeth introduced the Poor Laws after seeing successes in dealing with poverty in some towns and cities such as York.1. Who was Francis Drake?1. A sla the S priva 2. Circu 3. Knigi 4. Score	<ol> <li>A slave trader who took slaves from Africa to Mexico but was betrayed by the Spanish and attacked. He escaped and sought revenge, becoming a privateer and raiding Spanish ships for treasure</li> <li>Circumnavigated the globe between 1577 and 1580</li> <li>Knighted in 1581 and helped defeat the Spanish Armada in 1588</li> <li>Seen as a hero by the English and a pirate by the Spanish</li> </ol>	Alchemy	A type of science combined with magic that sought to e.g. turn lead into gold
	<ol> <li>The idle poor would still be treated harshly.</li> <li>These kinds of taxes had never existed on this scale.</li> </ol>	2. What changes helped to	<ol> <li>Technology in shipbuilding enabled long voyages.</li> <li>New 'lateen' sails made them faster and easier to steer.</li> <li>Better defences and weapons improved fighting abilities.</li> </ol>	Astrolabe	A navigational tool that calculated a position using the stars
2. Successes of the Poor	<ol> <li>Helped distinguish between a uthentic beggars and vagrants.</li> <li>Helped those who were genuinely poor while punishing those who were lazy or distancest</li> </ol>	enable exploration?	<ol> <li>The astrolabe and better compasses improved navigation.</li> <li>Voyages were still dangerous – Drake's big voyage returned with only one ship of the five that left.</li> </ol>	Circumnavigate	To travel around the globe back to a starting point
3. Failures of the Poor	Laws       punishing those who were lazy or dishonest.         3.       The numbers of beggars decreased.         Failures       1.         the Poor       2.         Laws       Of House of Correction rather than helping them         3.       Areas argued over which naupers they had to beln         Key Question: Was Elizabethan England a Golden Age?	3. How did voyages help trade?	<ol> <li>Most voyages were structured around buying and selling goods.</li> <li>People began to look beyond Europe to the Far East to acquire new and exciting products such as spices.</li> <li>Middlemen bought products directly and sold them on to English buyers, but this was expensive so the English wanted to extend their own trade.</li> </ol>	Gloriana	A nickname for Elizabeth showing her as a glorious figure
Laws		<ol> <li>Many attempts to reach the Far East failed but the Americas were discovered in the process.</li> <li>Companies were founded to be come experts in particular areas, for example the Muscovy Company (1555) traded in Russia.</li> </ol>		Poor Laws	The laws introduced in 1601 to help deal with the poor
1. Argument in favour	1. Arguments       1. Growth of culture: art, theatre, literature, education (even for some girls!)         2. Incredible accomplishments in science, architecture, exploration         3. England became a hugely wealthy trading empire         4. Military nower grew and territory expanded	4. How did	<ol> <li>6. The East India Company was founded in 1600 and obtained products like silks, spices and porcelain.</li> <li>1. Drake and his cousin John Hawkins (1532-95) led the first voyage to kidnap</li> </ol>	Slave trade	The growing tradein African slaves sold to work in North America
		<ul> <li>a rchitecture, exploration</li> <li>3. England became a hugely we althy trading empire</li> <li>4. Military power grew and territory expanded</li> </ul>	the slave trade develop?	<ul> <li>West Africans and sell them in Mexico in 1564.</li> <li>Hawkins was a spy who became an important naval commander and trader, introducing tobacco to England after discovering it in America.</li> <li>The slave trade grew as there was a huge demand for agricultural labour in</li> </ul>	Spanish Armada
	hugely 5. England was largely peaceful and national pride grew enormously with Elizabeth seen as 'Gloriana'	5. How were colonies established	<ol> <li>In 1584 Elizabeth gave Walter Raleigh permission to conquer and rule any land not ruled by Christians.</li> <li>In return he would give her 1/5<sup>th</sup> of the gold and silver he found.</li> </ol>	Trading companies	Firms that were responsible for trading in certain areas
2. Argument against	2. Arguments against       1. Cruel torture and punishments         2. Huge divisions of wealth and class         3. Low life expectancy and widespread disease		<ol> <li>Raleigh went on voyages and sent others to colonise North America.</li> <li>A colony was eventually established at Roanoke in 1587 but the settlers mysteriously disappeared. England never fully set up a colony in North America until after Elizabeth had died.</li> </ol>	Vagrants	Another term for travelling beggars, the idle or undeserving poor
	<ol> <li>Some superstitious beliefs (egalchemy, a strology)</li> <li>Brutal culture eg blood sports, attitude to</li> </ol>				1

ୁ ସିଥିଲୁ Beckfoot	Subject: History	Topic:	Life in Elizabethan England	Year Group: 11	enjoy learn succeed
7. Elizabetha	nd the Poor Laws	8. Francis Dr	ake and the Age of Exploration	Key Word	Definition
1. What were the Poor Laws?		1. Who was Francis Drake?		Alchemy	
		2. What		Astrolabe	
2. Successes of the Poor Laws		helped to enable exploration?		Circumnavigate	
3. Failures of the Poor Laws		3. How did voyages help trade?		Gloriana	
				Poor Laws	
Key Quest	ion: Was Elizabethan England a Golden Age?			Slave trade	
1. Arguments in favour					
		4. How did the slave trade develop?		Spanish Armada	
		uevelop:		Trading companies	
2. Arguments against		5. How were colonies established in the New World?		Vagrants	

# We would suggest 5 times a week is the optimum amount. Have a go at building a Power Hour into your day as often as you can.

support your mental wellbeing at the same time Building habits like this will boost your academic performance and help

minutes of **something you really enjoy** as a reward at the end.

minutes of Revise Like a Beckfooter activities in your ILB; and at least 20 Your Power Hour should include three chunks: 20 minutes of reading; 20 The

around your independent learning. Little and often is the key!

Beckfoot Power Hour is a way to help you build positive routines



## Weeks 3 and 4: Flash Cards



61		

62		

0		
ω		

64 4		

6		
G		

66		

67		

6		
00		

69		

70		
0		

# Weeks 5 and 6: Mind-Maps



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

### Use you have are some mind-map templates for you to use overleaf. this table to help you keep track of the mind-maps completed and checked this half term. There

71	Day 5		Day 5
	Day 4		Day 4
	Day 3		Day 3
	Day 2		Day 2
	Day 1		Day 1
Which Subject/Topic?	opic? Week 2	Which Subject/To	Week 1

## **Mind-Maps**
# **Mind-Maps**

# **Mind-Maps**

# **Mind-Maps**

# Weeks 7 and 8: Brain-Dumps



### Use this table to help you keep are some brain-dump templates for you to use overleaf. you have completed and checked track of the brain-dumps this half term. There

Day 5	Day 4	Day 3	Day 2	Day 1	Week 1
					Which Subject/Topic?
Day 5	Day 4	Day 3	Day 2	Day 1	Week 2
76					Which Subject/Topic?

# **Brain-Dumps**

# **Brain-Dumps**

# **Brain-Dumps**

# Revise Like a Beckfooter Rewards

in life. we whole-heartedly believe that you deserve to have the best chances academic success. We have high expectations for everyone because Great independent learning and revision are vitally important for your

are as follows: Our **minimum** expectations of KS4 students for their independent learning

- strategy (on Class Charts) 5 revision tasks per week using the specified revise like a Beckfooter
- You choose the subjects we set the tasks
- Bring your ILB to school every day

Charts in the same way as a missed homework. If you do not meet our minimum expectations, this will be logged on Class

this, and we want to support and celebrate that achiev ement with you. points you will receiv e The more independent learning/revision you do, the more Class Charts We also recognise that often, students will want to do even more than

their independent learning/revision and go abov e and beyond expectations: The following rewards are av ailable for those students who commit to

