Beckfoot School And Expert Learners Knowledgeable

Year

enjoylearnsucceed

Nov - Dec

2023/24

Name:	•••••
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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
•	Learn Like a Beckfooter Rewards	80

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.

L	ogging	j in t	to (Class	Char	ts			Hom	lework				
Fo	llow the steps below	low to acc	cess you	r student acci	ount.				If your school homework v Homework to Selecting th	ol has decided to sha with pupils, you will s tab in your account. is tab will display a li	are see the			-
									the homewo been given.	ork tasks which you h	nave		Custom - showing 38 Due date: 03112020 - 1312	days
Anses sode " Your access code					To change t displayed he orange Date	he date range for omework tasks, click button.	on the		Show by issue date Show by du task due this week	e date				
an pri	d password into the ovided.	he fields		Please o	enter the accer member me	ss code su	pplied by you	r teacher.	To display ta set, click on		Lasks submitted/completed Lask remaining this week Repurse submission?			
									To display ta expected to Due date bu	asks in the order the be handed in, click o atton.	y are on the		n Drds	3
2.	Click on the Log ir	n button.					LOG	IN	To mark a h completed, your choice Completed?	omework task as view the homework in more detail and ti checkbox.	task of ck the		0	
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3. pro bu	Enter your date of ompted and click o tton.	f birth if on the Of	к		Please ent Date of Birth	er your di	ate of birth	below.	A popup wi contains th of the hom	tile. Il appear that e a <mark>description</mark> ework task, the	Z		Type: Blended Learning Issue date: Monday 09/11/2020 Due date: Wednesday 11/11/2020 Estimated completion time: 1 hours	
					12/06/2009	1	ок	CANCEL	estimated o and any lin attachment	completion time ks or s that may have			Please write a short paragraph on who and how it is used.	л GDF
Ke	enina	tra	ck	ofho	mew	ork			Hom	ework s	tatus	ateac	vries	_
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How to access My Learning Resources

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

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

How to access Seneca



Independent Learning at KS4: Revise Like Ω

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

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

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

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

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

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

b) reduce your stress at exam time a) learn more effectively and

'Revise Like a Beckfooter'

strategies:

2.1

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4

Brain Dumps Mind-Maps Flash Cards Self-quizzing Our evidence-informed

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:

- Revision tasks on Class Charts to help you stay on track

- Your ILB will be checked regularly by your tutor
 - Support with your revision through tutor and lessons

Retention 100% %08 60% 70% %0% First learned 0 1 N. 2 ω Days ₽ s σ.

Typical Forgetting Curve for Newly Learned Information

Beckfooter



Read Like a Beckfooter

Vocabulary

Highlight any you're unsure then ask yourself these questions Do you understand the text? 1.Can you work out the word from its context? What does it seem like it means? If you can't figure it out for yoursell, look the word up in a dictionary or online Does it look like any other words you know? Could it mean something similar? words 앜. <u>o</u>

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

Comprehension

Do you understand what it meansliterally?

2. Can you see what's implied?

 Slow down your reading many people miss key parts texts because they go too fast To achieve these things:

51

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

Ask a husted adult to read the lext to/with you

Remember: not implied meaning. every ext has

In English there will be there will be very time Science and Maths lexts. in many

Summarising

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

Follow these steps

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

By following the process, you've decided what matters and what doesn't. Each fime you will have a more information, but you have included everything. added v won't

Reflect Like 0 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, yourself: ask

Do I know any strategies that would be appropriate for this Have I seen anything like this How is this similar or different to other tasks I have done? What do lunderstand about What am I being asked to do? Which strategy would be most helpful to me now? Have I used this strategy What do Lalready know about this? What is this task about? Was it successful? Comprehension Connection Strategy before? before? tosk? ŝ

During a task, **yourself**: ask

After a task,

ask

yourself:

What can I do to improve my motivation level right now? Am I motivated to complete this task to a high standard? Reflection (during the task) What am I finding difficult right now? How can I avoid making those mistakes? make in this kind of task? What mistakes do Lotten How do I feel about the What am I doing well? How is this going? How do I know? Work?

a aitterent way in the tuture? Explain Is this work better than I have How did my motivation level How can I motivate myself in experience during the task? Does my finished work look affect my performance in the task? Could I have done this a Reflection (after the task) What emotions did I Does it make sense? done in the past? How do I know? How do I know? different way? SUCCESSING Why8



How can Lensure Lam successful this time?

Self-quizzing



knowledge

knowledge/content you wish to cover. Identify



N

create Review and

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

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



answer Cover and

reflect

Cover up your knowledge and answer the questions from memory.

Go back to the content and self mark your answers in

green pen.

sentences. where possible answer in full Take your time and



4



Next time

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

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

Practice makes perfect!

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

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
6					Which Subject/Topic?

		-00-	Subject:	Maths	Term:	Term: Half Term 3 - November Year (oup:1	0F	enjov learn succeed		
4	Algebra	- Equatio	ns		Ge	Geometry and Measure – Loci					Key Vocabulary			
1	Solve an equati on	olve Use inverse Solve n equati of the equation (balancing Add 3 on both sides		1	The locus of points closer to B than A,	Crea betv side	te a perpendicular k veen A and B and sh closer to B.	bisector ade the	1	Expression	A mathematical statement written using symbols, numbers or letters ,			
		value for the le	tter.	Divide by 2 on both sides	2	The locus of points equidistant from A	Use arou	a compass to draw a nd centre A	a circle	2	Vertex	A corner or a point where two lines		
2	Solve a quadrati c by facto	Make sure the Use the	Ake sure the equation = 0 ax ² + bx + c = 0 Use the products of ac that sum to b		3	The locus of points equidistant to line X and line Y, The locus of points a set	Crea Crea	Create an angle bisector Create two semi-circles at eit		3	Equidistant	A point is equidistant from a set of objects if the distances between that point and each of the objects is		
		Land Massure				Geometry and Measures - Vectors					Congruent Shapes	Shapes are congruent if they are identical - same shape and same		
C	onstruct	ions				The resultant vector is if $\underline{a} = \begin{pmatrix} 4 \\ 4 \end{pmatrix}$ and $\underline{b} = \begin{pmatrix} 4 \\ 4 \end{pmatrix}$						size.		
1	Angle Bisect Cuts the ang	cor: 1. Place gle compass	the sharp e es on the ve	nd of a pair of ertex (corner).		the vector that results from adding two or more vectors together	$\begin{pmatrix} 2\\ -2 \end{pmatrix}$ (4)		5	Gradient	The gradient of a line is how steep it is.			
		each line	ut changing	the compass put				then $\underline{\mathbf{a}} + \underline{\mathbf{b}} = \begin{pmatrix} 1 \\ 4 \end{pmatrix} + \begin{pmatrix} 2 \\ -2 \end{pmatrix} = \begin{pmatrix} 6 \\ 2 \end{pmatrix}$		Statistics – Scatter Graphs				
	Angle	the com centre p	the compass on each point and mark a centre point where two arcs cross 2		2	2 A scalar is the number we Examp			1	1 Ca	usality	When one variable influences another variable		
	Perpendicu	 over. 4. Use a ruler to draw a line through the vertex and centre point. 					3d + 2b = = $3\binom{2}{1} + 2\binom{4}{-1}$	(1)	2 Lin	e of best fit	A straight line that best represents the data on a			
Z	Bisector: Cu line in half a at right ang	ts a on nd 2. Op les. on 3. Dra	A. en the comp the line. w an arc ab	ove and below				$= \begin{pmatrix} 6\\3 \end{pmatrix} + \begin{pmatrix} 8\\-2 \end{pmatrix}$ $= \begin{pmatrix} 14\\1 \end{pmatrix}$)	4 Po or	sitive, Negative No Correlation			
		the 4. Wit rep	line. hout chang eat from po	ing the compass, int B.					∟			•		

		-0D-	Sub	ject: Maths	Te	Term: Half Term 3 - November Year C				oup: l	0F	enjoy jeorn succeed
4		- Equa	tions			Geor	netry and Measure –	Loci		Key Vocabulary		
	Solve an equati on					1	The locus of points closer to B than A,			1	Expression	
						2	The locus of points equidistant from A			2	Vertex	
						3	The locus of points equidistant to line X and				Equidistant	
2	Solve a quadrati c by facto rising					4	The locus of points a set distance from a line,					
G	eometry	and M	easure -	_		Geometry and Measures - Vectors					Congruent Shapes	
C	Onstruct Angle Bisect	tor:				I	The resultant vector is the vector that results from adding two or	$=\binom{6}{2}$		5	Gradient	
	in half.						more vectors together.			Stat	istics – Sc	atter Graphs
	Angle	Bisector				2	A scalar is the number multiply a vector by.	we = $\begin{pmatrix} 14\\ 1 \end{pmatrix}$	1	. Ca	usality	
2	Perpendicul Bisector: Cu	lar Its a							2	! Lir	e of best fit	
	line in half a at right ang	ind les.								Po or	sitive, Negative No Correlation	

	ୁ-ସିଥି Beckf	i-, oot	Subject: Math	is -	Term: Hal	f Term 3	3 – Nover	iber Part I	Year G	iroup: I0H	enjoy learn succe	ed
Ge	ometry <mark>& M</mark>	leasur	e – Polygons	S		Ge	ometry &	Measure – Ti	rigonometry	I		N
SP	ECIAL QUADRILATERAL	S (4 sided p	oolygon) - Properties					1		1	1	45
1	Square		4 equal sides 4 right angles 2 pairs of parallel sides Diagonals cross at right angles	4 lines of symmetry Rotational symmetry	ry order 4	$\left \right ^{\prime}$	Sine	$\sin \theta =$	$\frac{0}{H}$ $\theta = \sin^{-1}$		2	1
2	Rectangle		2 pairs of equal sides 4 right angles 2 pairs of parallel sides	2 lines of symmetry Rotational symmetry	ry order 2		Cosine	$\cos \theta =$	$\frac{A}{H}$ $\theta = \cos^{-1}$	$\frac{A}{H}$		<u> </u>
3	Rhombus		4 equal sides 2 pairs of equal angles 2 pairs of parallel sides Diagonals cross at right angles	2 lines of symmetry Rotational symmetry	ry order 2		Tangent	$\tan \theta =$	$\theta = \tan^{-1}$			o 2
4	Parallelogram		2 pairs of equal sides 2 pairs of equal angles 2 pairs of parallel sides	0 lines of symmetry Rotational symmetry	ry order 2	2	Exact Value	es for Angles in Tr	igonometry		V3	
5	Kite	\bigcirc	2 pairs of equal sides 1 pairs of equal angles 2 pairs of parallel sides Diagonalis cross at right angles	3 lines of symmetry Rotational symmetry	r ry order 1							1
6	Trapezium	N	1 pair of parallel sides	121			θ	0°	30°	45°	60°	90°
7	Isosceles Trapezium	\square	L pair of parallel sides L pair of equal sides 2 pairs of equal angles	1 lines of symmetry Rotational symmetry	r ry order 1	5	Sin O	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
								1	$\sqrt{3}$	$\sqrt{2}$	1	0
2	Sum of interior anglesFor an n-sided polygonSum of interior anglesSum of interior angles = $180 \times (n-2)$.05 0	1	2	2	2	0	
3	Sum of exterior angles	For all	polygons: Sum of exterior angles = 360				an O	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	
4	Regular polygo ns	Exteri numbe Interio	for angle = 360 ÷ r er of sides = 360 ÷ or angle = 180 – E	number of side • Exterior Ang Exterior angle	es vle							







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

ora – Inequalities	
Understanding inequality signs	> greater arequel
Representing inequalities on a number line	$x > 1$ $\xrightarrow{\circ}$ $x \le 0$ $\xrightarrow{\circ}$ $\xrightarrow{\circ}$ $x \le 0$ $\xrightarrow{\circ}$ $\xrightarrow{\circ}$ $x \le 0$ $\xrightarrow{\circ}$
Quadratic Inequalities	You should get two pairs of solutions
	Graphically, you should have two points of intersection
	Understanding inequalities Understanding inequality signs Representing inequalities on a number line Quadratic Inequalities

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



A

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3



Al	Algebra – Equations & Formulae								
I	Expression								
2	Equation								
3	ldentity	x							
4	Formula								
5	Solving inequalities								

gebra – Inequalities			Key V	ocat
Understanding inequality signs		-	Regular polygon	
Representing inequalities on a number line		2	Direct proportion	
Quadratic Inequalities		3	Indirect proportion	
		4	Constant of proportionalit y	
		5	Rate of change	

	Key V	ocabulary
Ι	Regular polygon	
2	Direct proportion	
3	Indirect proportion	
4	Constant of proportionalit y	
5	Rate of change	
6	Conversion graph	



English Language Paper 2

Writers' viewpoints and perspectives

Year Group: 11



		Question Su	ımmary
	Skill(s) assessed	Marks, timings and question stems	Paragraph structure
Ι	Retrieval and inference	 4 marks (10 minutes including reading source A) "Choose four statements" 	Shade the circles in the four boxes of the ones that you think are true.
2	Summarise and Compare	 8 marks (15 minutes including reading source B) "Use details from both sources to write a summary of" 2 paragraphs 	Point Evidence Inference Compare Point Evidence Inference
3	Analysis	 I2 marks (15 minutes) "How does the writer use language to describe" 3 paragraphs 	Point Evidence Analysis
4	Compare Writers' Perspective s	 I6 marks (20 minutes) "Compare how the writers convey their different perspectives on" 3-4 paragraphs 	Perspective Opinion Method Compare Perspective Opinion Method
5	Transactional writing	 40 marks 24 marks for content and organisation 16 marks for technical accuracy (45 minutes) You will be asked to write either an article, leaflet, speech, essay or letter 	Describe Promote Crush the counter argument Conclude You also need to ensure you use the correct features for the form you have been asked to write in.

1	Plan		Consider Purpose, audience and form. Consider which language and structural choices will be appropriate.	I	Hyperbole	Exaggeration
2	Introduction	1	An interesting introduction that grabs the examiners attention not "I'm writing to you because"	2	Alliteratio n	Using the same sound at the starts of words and placing them close together.
3	3 Comparison		Make a comparison to a different place, time, group of people, idea, situation		Facts and	We need to be able to differentiate
4	Counter Argument		Recognise and appreciate how your intended reader may counter argue your points and explain why they're wrong.		opinions	used to support arguments.
5	Descriptions		Spend at least three sentences describing the quality,	4	Repetition	Repeating something for impact.
			condition feeling etc. Lots of marks for imagery available here!	5	Rhetorical questions	A question that the writer already knows the answer to.
6	6 Examples		Give an example from your own knowledge or historical understanding. Don't make up statistics.	6	Emotive language	Causing an emotional response from the reader
7	7 Metaphors 8 Use a short paragraph		Think of a metaphor that could be used to represent this situation	7	Statistics	Facts which use numbers. Recognise
8			Don't forget one sentence paragraphs for impact			avoid making statistics up.
	•	Тур	es of Transactional Writing (Q5)			
I	Article	Atte An c	ntion grabbing headline, strapline, subheadings werview paragraph	. 8	Rule of three	Listing three adjectives or ideas.
		Effec	tively sequenced paragraphs	9	Inclusive	Makes the reader feel as though they are
2	Leaflet	Title Effec	, subheadings tive paragraphs/sections		pronouns	something together E.g. We, us, our
3	Speech	Clea	r address to audience and clear sign off		-	
	thr Effe		ughout tive paragraphing	10	Direct address	Makes the reader feel as though it is their responsibility E.g. you
4	Essay	Effec Effec	tive introduction and conclusion tively sequenced ideas and paragraphs	11	Metaphor	Suggesting something is something it isn't as a means of comparison
5	Letter	Form	nal mode of address and an appropriate mode of signing off	12	Imperative	Command

ຼີຢົ່ອີ Beckfoo	English Language Paper 2 Beckfoot			Writers' viewpoints and perspectives					Year Group: 10 & 11							
	Question S	ummary		Useful paragraph ideas for (Q5)					y Language	Terminology (C	23, 4 and 5)					
Skill(s) assessed	Marks, timings and question stems	Paragraph structure		I	Plan		1		Hyperbole							
I Retrieval				2	Introduction				Alliteratio n							
inference				3	Comparison		3		Facts and opinions							
2 Summaris	e			4	Counter Argument											
and Compare				5	Descriptions		4		Repetition							
				6	Examples		5		Rhetorical questions							
							6		Emotive language							
3 Analysis				7	Metaphors		7	_	Statistics							
				8	Use a short paragraph											
4 Compare Writers'						Types of Transactional Writing (Q5)	8		Rule of three							
Perspectiv	e			1	Article		9		Inclusive							
				2	Leaflet				pronouns							
5 Transaction writing	al			3	Speech)	Direct							
				4	Essay				address							
				F	Letter		- "	I	Metaphor							
				5	Letter			2	Imperative							





De	CKIOOL																												
С	ircuit symbo	S		R	equired prac	cticals		К	ey equatio	ns																			
Ι	_+ ── cell	8	o switch (open)	I	Independent: length of Dependent: resistance	f wire (determined	How does the length of a wire affect its resistance?	1	Charge (Q) = current (A) x ti	me (s)	Q = l x t																		
2	+	9		by measuring I and V R=V/I) Control: temperature		by measuring I and V and then R=V/I) Control: temperature wire		2	Potential differe current (A) x re	V = I x R																			
3	————— Iamp	10	resistor		thickness			3	Power (W) = (A)	P = I x V																			
4	fuse	11	variable resistor	2 This set-up is used to collect data to plot an I-V graph for a resistor.			4	Power (W) =	oltage (V)	$P = I^2 \times R$																			
5	- diode	12			Ammeters are always connected in series and voltmeters in parallel.		-	current (A) ² x	resistance (Ω)																				
6	LED	13	-v- voltmeter	3	3 √ What I		What happens to	5	power (W) x ti	rea (j) = me (s)	E=PXt																		
7		14	— A — ammeter	resistance in series and parallel? Use R=V/I to determine total R.				6	Energy transfer charge x poten	red (J)= tial difference (V)	E = Q × V																		
С	Current-Voltage graphs			Series and parallel circuits					k <mark>ey Vocabu</mark>	lary																			
	Current	R C	esistor I-V graph urrent and voltage are	I	Series circu Parallel circ		its have one loop. uits have two or	I	Current	The rate of flow of charge.	electrical																		
	Potential difference	di Re	rectly proportional. esistance is constant.			more loops.		2	Potential difference (voltage)	A measure of how is transferred betw points in a circuit.	much energy een two																		
2	Current	Fi gr	ilament lamp I-V raph he resistance increases		Filament lamp I-V Fraph The resistance increases		Filament lamp I-V graph The resistance increases		Filament lamp I-V graph The resistance increases		Filament lamp I-V graph The resistance increases		Filament lamp I-V graph The resistance increases		ilament lamp I-V raph 'he resistance increases		Filament lamp I-V Traph The resistance increases		Filament lamp I-V graph The resistance increases		Filament lamp I-V graph The resistance increases		Current	Series: is the same everywhere. Parallel: is split between loops		3	Resistance	A measure of how for current to flow	difficult it is through a
	difference	as th	the temperature of e filament increases.	3	PotentialSeries: pd of power supply isdifferenceshared between components.Parallel: is same across each loop		4	Thermistor	A component whose	se resistance																			
3	Current	D	iode I-V graph urrent only flows in	4	Resistance	Series: total	R = sum of			decreases as tempe increases.	erature																		
	Potential difference	or ha re	ne direction. The diode as a very high sistance in the reverse	resistance resistances of all components Parallel: total R is reduced as current can follow more paths		5	LDR	A component whose decreases as light in increases.	se resistance ntensity																				

ຼຼີ Beckfoot	Subject: Science (Phy	sics)	Topic: Elec	tricity - circuits		Year Gro	oup: 10	enjoy lean succeed			
Circuit sy	mbols	Requir	ed practicals		Key equations						
1	8				I						
2	9				2						
3	10				3						
4	11	2									
5	12				-						
6	13	3			5						
7	14				6						
Current-V	oltage graphs	Series	and parallel c	rcuits	Key Vocabulary						
1		1			1	Current					
					2	Potential difference (voltage)					
2		2			3	Resistance					
		3			4	Thermistor					
3		4									
					5	LDR					





Re											
M	ains electricity	/	E	nergy transfers		K	ey Vocabul	lary			
I	In the UK domestic n supply.	nains electricity is an ac	I All electrical appliances transfer energy from on store to another. E.g. motors transfer energy from			1	Alternating current	A current that regularly changes direction.			
2	It has a frequency of !	50 Hz and is 230 V.		the mains to the kinetic energy of the motor.		2	Direct current	A current that flows in one direction only.			
3	Earth wire Live	wire Live – carries alternating pd from the supply. Neutral –	rries 2 The amount of energy transferred depends on the power of the appliance and how long it is on for (E=Pt). - - - s the circuit. Electric fields (Physics only) I All charged objects have an electric field around		2 The amount of energy transferred depends on the power of the appliance and how long it is on for (E=Pt).			Materials through which electrical charge flow easily. Materials with low resistances.			
	Outer insulation Cable	 Barth – stops appliance becoming live. 			4	Insulator	Materials through which electrical charges do not flow easily. Have high resistances.				
Ν	National grid			them. This is a region where charges experience a force.			Power	Energy transferred each second.			
1	Electrical power is tra stations to consumers	nsferred from power using the national grid.	2	Electric field around positively charged sphere.	Electric field around a negatively charged sphere	S	tatic electr	ricity (Physics only)			
2		Step-up transformers increase the potential difference from the power station to the transmission cables,				Ι	When insulators are rubbed against each othe electrons are rubbed off one material and on t the other.				
		reducing the current in the cables. This means less energy is wasted as heat in the wires	3	Field lines point away from towards negative charges a positive charge would m	n positive charges and as they show the direction ove.	2	The material that gains electrons becomes negatively charged. The material that loses electrons is left with a positive charge.				
3		Step-down transformers are used to decrease	4	The closer together the ar the field, meaning that the the charge.	rows are, the stronger field is stronger closer to	3	Objects with th Objects with o	ne same charge repel. pposite charges attract.			
	the potential difference to a safer level for domestic use.		 5 If another charged object is placed in the electric field it experiences a force. The force gets stronger as the distance between the objects decreases. 			4	Attraction and objects are exa	l repulsion between two charged amples of non-contact force.			



00	Subject: Trilogy Science (Chemistry)	Topic: Energy Changes	Year Group: 9	enjoy
Beckfoot				SUCCESC

Exo	hermic and Endothermic		Rea	ction profiles		Key	/Vocabulary	
I	An exothermic reaction is one that transfers energy to the surroundings so the temperature of the surroundings increases.		Ι	Reaction profiles can be used to show the relative energies of reactants and products, the activation energy and the overall energy change of a reaction		I	Exothermic	Energy is transferred to the surroundings
2	An endothermic reaction is one that takes in energy from the surroundings so the	1	2	EXOTHERMIC ENDOTHERMIC		2	Endothermic	Energy is taken in from the surroundings
3	temperature of the surroundings decreases Everyday uses of exothermic reactions include self-heating cans and hand warmers.					3	Activation energy	The minimum amount of energy that particles must have to react.
4	Endothermic reactions include thermal decompositions and everyday uses include			reactants		Ch	emistry Only - A fuel cell works b	Fuel Cells
Ener	sports injury packs. Energy changes (Higher Tier) During a chemical reaction energy must be			overall energy change products Progress of reaction Progress of reaction			of a fuel and oxyge oxidised electroch potential difference an alternative to r batteries.	en from the air. The fuel is nemically to produce a e. Hydrogen fuel cells are rechargeable cells and
	supplied to break bonds in the reactants and energy is released when bonds in the products are formed.		Che	mistry Only - Chemical Cells		2	A fuel cell has 2 el (negative) and cath	lectrodes, the anode hode (positive), and an
2	In an exothermic reaction, more energy is			Cells contain chemicals which react to produce electricity. They are made of two different metals in contact with an electrolyte.		3	The overall reaction	on in a hydrogen-oxygen
	released making the bonds than is taken in to break the bonds and in an endothermic reaction, more energy is taken in to break the		2	The potential difference of a cell is dependant on the metals. The bigger the difference in reactivity of the metals, the greater the potential difference.			fuel cell is: hydrogen + oxyge $2H_2(g) + O_2(g) \rightarrow$	$n \rightarrow water$ 2H ₂ O(I)
	bonds than is released when new bonds are made.		3	In non-rechargeable cells the chemical reactions stop when one of the reactants is used up. In rechargeable cells and batteries, like the one used		4	Half equations: Anode: $2H_2 \rightarrow 4H$	1 ⁺ + 4e ⁻
3	Energy change = bond energy in reactants – bond energy in products			to power your mobile phone, the chemical reactions can be reversed when an external circuit is supplied.			Cathode: $O_2 + 4H$	$H^+ + 4e^- \rightarrow 2H_2O$

Required Practical – Measure the temperature change when different volumes of alkali are added to the acid in a neutralisation reaction.

୍ର ସିଥିଲୁ Beckfoot	Subject: Trilogy Science (Chemistry)	Topic: Energy Changes	Year Group: 9	enjoy Jearn succeed
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Exot	hermic and Endothermic	Rea	action profiles	Key Vocabulary				
I	An exothermic reaction is	I	Reaction profiles can be used to show the relative energies of reactants and products, the activation energy and the overall energy change of a reaction		I	Energy is transferred to the surroundings		
2	An endothermic reaction is	2		2	2	Energy is taken in from the surroundings		
3	Everyday uses of exothermic reactions include			3	3	Activation energy		
4	Endothermic reactions include			C	Che	emistry Only - Fuel Cells		
					I	A fuel cell works by		
Ener	gy changes (Higher Tier)					. Hydrogen fuel cells are		
Ι	During a chemical reaction energy must be					an alternative to		
	supplied to	Ch	Chemistry Only - Chemical Cells			A fuel cell has 2 , the anode () and cathode (), and an		
2	In an exothermic reaction, more energy is	1	Cells contain . They are made of		2	electrolyte.		
2	released than is taken in to and in an endothermic reaction, more energy is taken in to	2	The potential difference of a cell is dependant on . The bigger the difference in reactivity of the metals, .		5	fuel cell is:		
	than is released when	3	In non-rechargeable . In rechargeable cells and batteries, like the one used	4	4	Half equations: Anode:		
3	Energy change = -					Cathode:		
Requ	ired Practical – Measure the temperature	hange	when different volumes of alkali are added to the acid in a neutralis	satio	on re	eaction.		

ر Beckfoo	Subject: Trilogy Science (Biology)	Торіс: І	nfection	and Response	Year	· C	Group: 10	enjoy learn succeed		
Knowledge: H	luman Defence System	Knowledge: Vii Measles	ral diseases	l skin rash – can be fatal. Spread by coughs	and	Ke	ey Vocabulary			
Skin	Acts as a barrier and produces		sneezes	nodoficiones Virus	anu		Communicable	A disease that can be		
Nose	Nose Traps particles that contain pathogens		Flu-like illness	s. Virus attacks immune system. Spread by	sexual		Disease	passed on to others		
			Tobacco Mos	aic Virus		2	Non Communicable	A disease that cannot be passed on to others.		
Trachea Secretes mucus which traps pathogens			Plant pathoge affects growtl	en causes discolouration (mosaic) in leaves h.	and		Disease	Microorganisms that cause		
Stomach	Produces acid which kills pathogens	Knowledge: Ba	icterial Diseases od poisoning	s Spread by bacteria on food. Causes fever, a	abdominal	3	Pathogen	infectious diseases.		
White blood cells Help defend against pathogens by: phagocytosis, making antibodies and antitoxins				cramps, vomiting and diarrhoea.		4	Bacteria	Reproduce rapidly in body and may produce poisons		
		Gonorrhoea		Sexually transmitted disease (STD). Causes yellow/green discharge from genitals.	ually transmitted disease (STD). Causes thick ow/green discharge from genitals.			Live and reproduce in cells,		
		Knowledge: Fu	ungal diseases			1				
Knowledge : Antibiotics and painkillers		Example Rose black spot				Kn	owledge: Vaccinati	on		
Antibiotics	Treat disease	Symptoms	Purple or	rple or black spots on leaves						
Antibiotics		Effect	Leaves tu	rn yellow and drop off – no photosynthesis or §	1	Small qu pathoge	antity of dead or inactive in is injected into the body			
	Specific antibiotics treat specific diseases	How it spread	s Water or	wind		2	White bl	ood cells produce antibodies		
	Reduced deaths from infectious bacterial	Prevention	Fungicides	s and remove affected leaves		3	If the sai	same pathogen re-enters the		
	diseases	Knowledge :	Protist disease	es			body wh antibodi	ite blood cells can produce es quickly		
	Cannot treat viral pathogens	Example	Malar	ia and death		4	Antibodi	es prevent infection		
		Symptoms	Fever			5	If a large	proportion of the population		
Penicillin	An antibiotic that helps cure bacterial	How it sprea	as Mosq	uito spreads maiaria protist by biting numa	ns		is immu	ne, the spread of the pathogen		
	diseases by killing ineffective bacteria inside the body	Prevention	Mosq	uito nets and mosquito repellents		L	Is reduce			
		Older drugs were	extracted from n	lants and microorganisms						
Painkillers	Treat symptoms of disease but do not kill		Drug		Extra	octed	l from			
	patnogens	Digitali	is (heart drug)		Fo	xglo	ves			
		Aspirin					Willow			
Problems	Greater use of antibiotics has led to the	F	Penicillin		Penicil	llium	n mould			
ProblemsGreater use of antibiotics has led to the emergence of strains of bacteria that are resistant to antibiotics (superbugs)		 Clinical trials use healthy volunteers and patients. Very low doses of the drug are given at the start of the clinical trial. If the drug is found to be safe, further clinical trials are carried out to find the optimum dose for the drug. 								

• In double blind trials, some patients are given a placebo.

ୁର୍ଘିଥିଲୁ Beckfoot	Subject: Trilogy Science (Biology)	Topic: Infe	ection and Response	Year G	Group: 10	enjoy learn succeed
Knowledge: H	uman Defence System	Knowledge: Viral d Measles	iseases	K	ey Vocabulary	
Skin		HIV			Communicable Disease	
Nose Trachea		тму		2	Non Communicable Disease	
Stomach		Knowledge: Bacter Salmonella food po	ial Diseases Disoning	3	Pathogen	
White blood co	ells	Gonorrhoea		4	Bacteria Virus	
		Knowledge: Funga	l diseases			
Knowledge : A	ntibiotics and painkillers	Example		Kn	owledge: Vaccinat	ion
Antibiotics		Effect		1	Small qu	antity of
		How it spreads		2	White b	lood cells produce
		Prevention Knowledge :Prot	ist diseases	3	If the sa body wi	me pathogen re-enters the hite blood cells can
		Example Symptoms		4	Antibod	ies prevent
Penicillin		Prevention			is immu is	ne, the spread of the pathogen
		Knowledge : History o Older drugs were extra	f drugs acted from			
Painkillers	-	Digitalis (he Aspin	eart drug)	Extracted	d from	
Problems		Penic Clinical trials use healt	illin			

ہے۔ Beck	9 foot	Ch	emistry		Cher	nical C	hanges	6		Year 10	enjoy learn succeed		
	Ge	neral re	actions		Oxida	tion and	l reduct	ion		Require	d Practical		
1	Metal + o	oxygen	Metal oxide			(HT or	nly)			Making a soluble salt			
2	Metal + v	vater	Metal hydroxide + hydrogen	1	OILRIG	i	Oxidation Reduction (of electro	Is Loss, Is Gain ns)	1	Measure out a volume of dilute sulphuric acid using a measuring cylinder			
3	Metal + a	icid	Salt + hydrogen	2	Oxidati	on	Happens w	/hen an	2	Warm dilute acid in a burner	a beaker with a Bunsen		
4	Acid +		Salt + water				e.g. Mg →	Mg ²⁺ + 2e ⁻	3	Add metal oxide one excess (when you ca	spatula at a time until it in n see unreacted metal oxide)		
	Dase/alkali(metal Hydroxide) Acid + metal Salt + water + carbo			3	Reducti	on	Happens w atom gains	vhen an electrons	4	Filter the mixture using a funnel and filter pa			
5	Acid + metal carbonateSalt + water + carbo dioxide						e.g. Cu ²⁺ +	² e ⁻ → Cu	5	5 Pour the filtrate into an evaporating basin			
	Reactivity series				Aci	ds and t	heir salt	S	6	Warm on a water ba	th until crystals form		
Meta	al	Extraction	n method	Acid Formula Salt Formula									
Pota	ssium	Electrolysis	= – electricity used to	Hydı acid	Hydrochloric HCI Chloride CI-				Key Voo	cabulary			
Sodi	um	E.g. 2MgO	$\rightarrow 2Mg + O_2$	Nitri	ic acid	HNO ₃	Nitrate	NO ₃ -	Ι	Oxidation	Gain of oxygen or loss of electrons		
Calc	ium			Sulfu	ıric acid	H ₂ SO ₄	Sulfate	SO ₄ ²⁻	2	Reduction	Loss of oxygen or gain of electrons		
Mag	nesium				0	ther use	ful ions		2	Displacement	A reaction where a		
Cart	oon	Non-metal			Hydroxi	de	Oł			reaction	more reactive metal displaces a less reactive		
Zinc		Reduction v	with carbon: carbon he metal from the metal		Hvdrogen	ion	H	+			metal from a compound		
Iron		oxide	$+ C \rightarrow 2Cu + CO$		Ammoni			I +	4	Base	A metal oxide or		
Сор	per	L.g. 2CuO			AIIIMONI			4					
Gold	old Does not form compounds, found in native state			Carbona	ite	CO	32-	5					

ہے۔ Beck	9 foot	Chemistr	.y	Cher	mical C	hanges	6		Year 10	enjoy learn succeed
	Ge	neral reaction	s	Oxida	tion and (HT or	l reducti hlv)	ion		Required Making a	d Practical
I	Metal + o	oxygen			(<u>)</u> ,	··//			такіпу а	soluble sait
2	Metal + v	vater								
3	Metal + a	ıcid		Oxidati	ion			2		
4	Acid +			Reducti	ion			3		
	base/alka Hydroxic	lli(metal le)		5				4		
5	Acid + m carbonat	etal e		I		I		5		
	Reactivity series			Acids and their salts						
Meta	al	Extraction method		Acid Formula Salt Formula						
Pota	ıssium		H	lydrochloric cid		Chloride			Key Voo	cabulary
Sodi	um		1	litric acid		Nitrate		Ι	Oxidation	
Calc	ium		S	ulfuric acid		Sulfate		2	Reduction	
Mag	nesium			0	ther use	ful ions		3	Displacement	
Cart	oon	Non-metal		Hydroxi	ide				reaction	
Zinc										
Iron				Hydrogen	ion				Base	
Сор	per			Ammoni	um			–		
Gold	1			Carbona	ate			5	Alkali	

ہے۔ Becl	kfoot	Chemistry		C	Chem	ical Change	S		Year	· 10	enjoy learn succeed
		рН		R	equire	d practical – T	itration		Half-e	quatio	ns (HT only)
I	Acids	Contain aqueous	H⁺ ions; pH < 7		(0	Chemistry onl	у)	For	mation	e.g. Cu ²	* + 2e [.] → Cu
2	Alkalis	Contain aqueous 0	OH ⁻ ions; pH >		Fill bure	ette with solution of kno tration	own	Formation		e.g. $2CI^{-} \rightarrow CI_2 + 2e^{-}$	
3	Neutral	A solution with a	pH of 7, has	2 Measure out 25.0cm ³ of solution with unknown concentration with a pipette			Formation		$2H^+ + 2e^- \rightarrow H_2$		
	$OH^{-} \text{ ions}$ Neutralisation $H^{+} (ag) + OH^{-} (ag) \rightarrow H_{2}O (I)$				Add unknown solution into a conical flask and place on a white tile			of hydrogen		40H- →	• O ₂ + 2H ₂ O + 4e ⁻
4	Neutralisation H^+ (aq) + OH^- (aq) $\rightarrow H_2O$ (l)				4 Add an indicator (usually phenolphthalein				xygen		
5	How to measure pH	Universal Indicato	r with colour e	which is pink in alkali and colourless in acid/neutral)							
				5	Add kn	own solution slowly to	the unknown		k	Key Voo	abulary
S	trong and w	veak acids (H	IT only)	6	6 Swirl regularly and add dropwise close to the				Electro	olysis	Process where electric
	Concentratio	n Measure of t substance pe	the amount of er litre (dm³) of		endpoint						current is passed through an electrolyte to separate ions
2	Concentrated	d Solution wit	h a high amount			Electrolysis		2	Anode		Positive electrode
2	Dilute	of substance Solution wit	e per dm ³			Formed at positive	Formed at negative	3	Cathoo	le	Negative electrode
3		of substance	e per dm ³			electrode	electrode		Anion		Negative ion (e.g. non-
4	Strong acid	An acid that ionises in ag	completely ueous solution	Molt com	ten pound	Non-metal	Metal	-			metal ions)
5	Weak acid	An acid that	only partially	Aqu	eous pound	Halogen (if	Hydrogen	5	Cation		Positive ion (e.g. metal ions)
6	pH scale	As the pH d	ecreases by		P	halide) or oxygen (if electrolyte		6	Electro	olyte	Molten or aqueous ionic compound.
		one unit, the concentration a factor of 1	e H⁺ on increases by 0.			contains sulfate)		7	Cryolit	e	Substance added to aluminium oxide to lower melting point

یے۔ Bec	kfoot	Chemistry	Chem	ical Chang	jes		Year 10	enjoy leain succeed
		pН	Require	d practical -	-Titration		Half-equation	ons (HT only)
I	Acids		((Chemistry o	nly)	For of m	mation netal	
2	Alkalis					Fori of h	mation alogen	
3	Neutral					For of h	mation ydrogen	
4	Neutralisation		4			For of o	mation xygen	
5	How to measure pH		5					
c	trong and		6				Key Vo	ocabulary
د ا	Concentra		<u> </u>				Electrolysis	
2	Concentra	ted		Electrolysi	s	2	Cathode	
3	Dilute			Formed at positive	Formed at negative	3 4	Anion	
4	Strong acid	t	Molten	electrode	electrode	5	Cation	
5	Weak acid		compound Aqueous			6	Electrolyte	
6	pH scale		compound			7	Cryolite	

ہے۔ Beck	b foot	Subject: Triple	Topic:	Hom	eostasis and Response		Ye	ar Group: I	0	enjoy learn succeed
Th	e Brain	RHE MEDICEA ORIGINATA'S CONCEASE STUDE TO CONCEASE STUDE	Co	ntrol	of Body Temperature	K	ey	Vocabulary		
		Pers Healty	1	lf the dilate(temperature is too high, blood vessels (vasodilation) and sweat is produced by	Ι		Accommodat	ion	To focus on near and far objects
		Oblingsta Branches (see		sweat	glands	2		Vasodilation		Blood vessels dilate
1	Cerebral Cortex	Responsible for intelligence, memory and our ability to use language.	2	lf body constr skeleta	r temperature is too low blood vessels ict (vasoconstriction) , sweating stops and Il muscles contract (shiver)	3	3 Vasoconstriction		ion	Blood vessels constrict
2	Cerebellum	controls and coordinates the				4		Myopia		Short sightedness rays focus before the retina
		muscles		comn	nodation and ways to	5		Hyperopia		Long sightedness rays focus behind the retina
3	Medulla	Control involuntary functions such as breathing, heart rate and heart rate	Correct sight		6		Refracts		Bends light rays	
The	The Eye –structure and function		To for near of	near objects The suspensory ligaments loosen The lens is thicker and refracts light rays strongly				ADH (release	ed	Anti diuretic hormone causes the reabsorption of water back into the
Ι	Retina	senses light using light receptors	To fo	cus on	The Ciliary muscles relax			gland)	7	bloodstream via the kidney tubules
2	Optic Nerve	transmits impulses to the brain	far ob	ojects	The suspensory ligaments are pulled tight The lens is then pulled thin and only	8		Phototropism		Growth and response to light
3	Sclera		Corre	octivo	refracts light rays	9		Geotropism		Growth and response to gravity
4	Cornea	protects eye surface and focuses light rays	treatn	nent of ght	light to focus on the retina Hard and soft contact lens Laser surgery	10)	Auxin		Plant hormones found in shoots and roots
5	Iris	regulates amount of light entering eye			Replacement lens in the eye	P	lan	t Hormone	es (HT)
6	Ciliary Musc	es change shape of the lens		Ciliary	muscle Suspensory ligament	Ι		Gibberellins	Initiate flower Increa	e seed germination. Promote ring se fruit size
7	Suspensory ligaments	hold lens in place	Conju	Iris	Retina Fovea	2		Ethene	Contr of fruit transp	ol cell division and ripening ts during storage and ort
8	8 Lens focuses light on retina		Additional Information			3		Auxins	Used a As roo To pro culture	as weed killer oting powders omote growth in tissue e

Beck	b foot	Subject: Triple	Topic: Homeostasis and Response		Ye	ear Group: 10	enjoy leam succeed
Th	e Brain		Control of Body Temperature		Key	Vocabulary	
		Pens, Cerchellum Medula			I	Accommodation	
		Changelant and Annual			2	Vasodilation	
	Cerebral Cortex				3	Vasoconstriction	
2	Cerebellum				4	Муоріа	
			Accommodation and ways to		5	Hyperopia	
3	Medulla		correct sight		6	Refracts	
The	Eye –structur	e and function	To focus on near objects		7	ADH (released	
1	Retina		To focus on			gland)	
2	Optic Nerve		far objects		8	Phototropism	
3	Sclera				9	Geotropism	
4	Cornea		Corrective treatment of eyesight		10	Auxin	
5	Iris				Plai	nt Hormones (HT)
			Ciliary muscle Suspensory ligament		I	Gibberellins	,
6	Ciliary Musc	les	Iris Litt Retina		•	Ethono	
7	Suspensory ligaments		Comea Conjunctiva Pund		2		
8	Lens		Lens Optic nerve	,	3	Auxins	
			Additional Information				

ہے۔ Beck	Subject:	Science (Trilogy)	Торі	c: Ho	omeostasis	s and Response		Year Group: 10	enjoy learn succeed
Or	der of cells in	a reflex action	Со	ntrol	of blood	sugar level by	Ke	y Vocabulary	
1	S timulus	A change in the environment. E.g heat	pan	crea	S		I	Homeostasis	Regulation of the internal conditions in
2	Receptor	Detects the stimulus	1		od Glucose level is ces insulin that ca	s too high the pancreas			the body
3	Sensory Neurone	Carries the impulse from receptor to the CNS		from t	the blood into the excess	e cells . In the liver and glucose is converted to	2	Hormone	released from a gland into the bloodstream
4	R elay neurone	Located in the CNS	 	glycog	en for storage		3	Reflex	An automatic rapid response to a stimulus
5	M otor Neurone	Carries the impulse from the CNS to the effector	2	2 produces the hormone glucagon that causes the glycogen to be converted into glucose and released into the blood and how glucagon and insulin interact.				Stimulus	A change in the environment that
6	Effector	Eg, muscle or gland	into the blood and how glucagon and insulin interact in a negative feedback cycle						stimulates a sense organ
7	R esponse	Eg muscle in arm contracts and you pull your arm					5	Receptor	Cells which detect a stimulus
Glan	ds and the hormones	they release and role		mpar hete	s s	and z	6	Neurone	A nerve cell
1	Pituitary gland: LH, FSH	Important in the menstrual cycle			Туре І	Туре 2	7	Pancreas	A gland that controls blood glucose levels releasing insulin and
2	Pancreas :Insulin and Glucagon-	controls blood sugar levels	Caus	e	The pancreas	The body cells no			Glucagon
2	Thyroid :Thyroxine	-Stimulates the Metabolic rate,			produce any	insulin produced by	8	Liver	glucose as Glycogen
5		important in growth and development			levels of	the pancreas	9	Glucose	A soluble sugar
4	Adrenal Glands: Adrenaline	Released during fear and stress causes an increase in heart rate				A carbohydrata	10	Glycogen	An insoluble sugar stored in the liver
		release more glucose and oxygen		ment	with insulin injections or	controlled diet and exercise	11	Insulin	A hormone released by the pancreas
5	Ovary: Oestrogen, Progesterone	Inhibits FSH and stimulates LH Maintains the lining of the womb			a fitted insulin pumps		12	Diabetes	A condition whereby your pancreas produces very little or no insulin
6	Testes	Additional Information (HT highlighted in red)							

_र्च Beck	Subject:	Science (Trilogy)	Topic: Ho	omeostasi	s and Response	e)	Year Group: 10			
Or	der of cells in	a reflex action	Contro	l of blood	sugar level by	Key	Vocabulary			
1	S timulus		pancrea	S		Ι	Homeostasis			
2	R eceptor									
3	Sensory Neurone					2	Hormone			
4	R elay neurone					3	Reflex			
5	M otor Neurone					4	Stimulus			
6	Effector									
7	R esponse					5	Receptor			
Glan	ds and the hormones	they release and role	Diabete	ring type 1 es	and 2	6	Neurone			
I	Pituitary gland: LH, FSH			Type I	Type 2	7	Pancreas			
2	Pancreas :Insulin and Glucagon-		Cause							
2	Thyroid :Thyroxine		-			8	Liver			
						9	Glucose			
4	Adrenal Glands: Adrenaline					10	Glycogen			
							Insulin			
5	Ovary: Oestrogen, Progesterone					12	Diabetes			
6	Testes		Additi	onal Inform	ation (HT highli	ghted	in red)			



Subject: Science (Trilogy)

Topic: Homeostasis and Response

Year Group: 10



Но	rmones in t	ne Reproductive	Different	vpes of	Key	y Vocabulary	
сус	le and their	role	contrace	eption	1	Ovulation	Release of a mature egg from the ovary
I	Oestrogen	Produced in the Ovary and causes the release of an egg	Hormonal Non Hormonal	How they work	2	Hormone	A chemical messenger released from a gland into the bloodstream
2	Testosterone	Produced in the testes and stimulates sperm production	Oral contraceptives	Contain hormones to inhibit FSH production	3	Implantation	When a fertilised egg attaches to the lining of the womb
3	Follicle Stimulati	ng Causes the egg to mature		so no more eggs mature	4	Embryo	A fertilised egg that has divided into a ball
4	Hormone (FSH) in the ovary Luteinising Hormone (LH)		Injection, skin patches Implants	Release progesterone into the blood to inhibit the maturation and release of eggs for	5	IVF	In Vitro fertilisation
	Hormone (LH) egg Operations the lining of the			months or years	6	Zygote	A fertilised egg
5	Oestrogen	womb	Barrier method Prevents the egg and sperm from meeting each other				
6	Progesterone	Maintains the lining of the womb	Diaphragm (female)	other	Sta	ges in IVF	
Со	ntrol of the m	enstrual cycle and	Intrauterine devices Eg Coil	Prevent the implantation of an embryo or release	I	Mother is given FSH and LH to stimula maturation of several eggs	
the			Spermicidal Agents	a normone Kill or disable sperm	2	The eggs are collected fro fertilised by the father in t	m the mother and he laboratory
I	FSH	Stimulates the eggs to mature Stimulates oestrogen production	Surgical Methods Sterilisation	In females the oviduct are tied to prevent the	3	The fertilised eggs develo	o into embryos
2	LH	Cause the gg to be released from the ovary		egg reaching the uterus In males the sperm ducts are cut to prevent the sperm being released	4	At the stage when they ar one or two embryos are mothers uterus or womb	e tiny balls of cells nserted into the
3	Oestrogen	Inhibits FSH and stimulates LH	Abstain from sexual	Not having sexual		Disadvantage : very em	otional, stressful,
4	Progesterone Maintains the lining of the womb if an egg is fertilised		intercourse (don't do it) intercourse when an e may be in the oviduct			with high risk to mother a	and baby



Subject: Science (Trilogy)

Topic: Homeostasis and Response

Year Group: 10



Но	rmones in the Repro	ductive	Different t	vpes of	Key	Vocabulary			
сус	le and their role		contrace	ption	Ι	Ovulation			
I	Oestrogen		Hormonal Non Hormonal		2	Hormone			
2	Testosterone		Oral contraceptives (the pill)		3	Implantation			
3	Follicle Stimulating Hormone (FSH)		Injection,		4	Embryo			
4	Luteinising Hormone (LH)		skin patches Implants		5	IVF _			
5	Oestrogen		Barrier method		6	Zygote			
6	Progesterone		Condom (male) Diaphragm (female)			Stages in IVF			
Со	ntrol of the menstrual	cycle and	Intrauterine devices Eg Coil		1				
the	use of hormones		Spermicidal Agents		2				
I	FSH		Surgical Methods Sterilisation		3				
2	Ш				4				
3 4	Oestrogen Progesterone		Abstain from sexual intercourse (don't do it)						

ୁର୍ଗ୍ଚିକ୍ର Subject: French

Foundation Tier Knowledge Organiser



	Present Ter	ıse		Perfect Te	nse		Nea	ar Future Tense – I	am going to	Co	nditional Tense – I wou	ld like to
1	Je suis	l am	1	Je suis allé(e)	l went	[1	Je vais être	be	1	Je voudrais être	be
2	J'ai	l 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	I 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	l ate		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	l 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	11		Lroad	┥┝	11		it will bo	14	ce serait	it would be
15	c'est	it's		Janu	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	

Beckfoot Subject: French

Foundation Tier	Knowledge	Organiser
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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	why	
4	parce que	because	
5	car	as	
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	I 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			

ୁର୍ଗ୍ରିକ୍ର Beckfoot Subject: French

Foundation Tier Knowledge Organiser



Present Tense			Perfect Te	nse	Nea	ar Future Tense – I a	am going to	Co	nditional Tense – I wou	ld 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		12	J'ai vu		12	Je vais devenir		12	Je voudrais devenir	
13	Je travaille		13	l'ai bu		13	le vais vovager		13	Je voudrais voyager	
14	Je pense		1/			1/			14	ce serait	
15	c'est			3 81 10		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			

Beckfoot Subject: French

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		
Subject: French Beckfoot

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Higher Tier Knowledge Organiser



Present Tense				
1	Je suis	lam		
2	J'ai	I have		
3	Je fais	I do/make		
4	Je vais	l go		
5	J'aime	l 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	l buy		
13	Je trouve	l 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		

	Per	nse		
1	Je suis allé	e(e)	l went	
2	Je suis par	ti(e)	l left	
3	J'ai fait		I did/made	
4	J'ai aimé		I liked	
5	J'ai détest	é	I hated	
6	J'ai joué		I played	
7	J'ai mangé	2	l ate	
8	J'ai acheté	5	l bought	
9	J'ai trouvé		I found	
10) J'ai travail	lé	l worked	
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 v a				
,.				
1	Ilya Ther		e is/are	
2	ll y avait	Il y avait There		
3	Il y aura There		e will be	
4	Il y aurait There		e 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		

Beckfoot Subject: French

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 Tie	⁻ Knowledge	Organiser
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Adjectives



Connectives			Intensi		fiers	
parce que	because		1	un peu	a bit	
car	as		2	assez	quite	
mais	but		3	très	very	
pourtant	however		4 vraiment r		really	
en revanche	however		5	beaucoup	mucl	
néanmoins	nevertheless		6	trop	too	
certes	admittedly		7	tellement	SO	
aussi	also		8	extrêmement	extre	
donc	therefore					
				Exclamat	ions!!!	
d'ailleurs	leurs besides		1	Qual	W/bat	
bien que (+subj)	although		Т	dommage!	sham	
à moins que (+subj)	unless		2	Quel plaisir!	What pleas	

Frequency				
1	tous les jours	every day		
2	de temps en temps	from time to time		
З	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/ parfois	sometimes		

un peu	a bit	1	amusant	fun		
assez	quite	2	intéressant	interesting		
très	very	3	passionnant	exciting		
vraiment	really	4	utile	useful		
beaucoup	much/ a lot	5	beau	beautiful		
trop	too	6	<u>с</u> , , , , ;	<u>с</u> , , , ;;		
tellement	so	6	fantastique	fantastic		
outrômomont	outromoly	7	incroyable	incredible		
extremement extremely		8	ennuyeux/	boring		
Exclamat	ions!!!		barbant			
Quel	What a	9	fatigant	tiring		
dommage!	sname!	10	difficile	difficult		
Quel plaisir!	What a pleasure!	11	cher	expensive		
Fancy Phrases						

	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								





	Present Ter	ise
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	

		Perfe	ect Te	nse
1		Je suis allé(e)	
2		Je suis part	i(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	.0 J'ai travaillé		2	
11	11 J'ai regardé		Ś	
12	2	J'ai vu		
13	3	J'ai bu		
14	ł	J'ai lu		
			llva	
1	—			
1		пуа		
2	I	l y avait		
3	I	ll y aura		
4		l y aurait		

	Imperfect Ten	se - I used to		Future Ter	ise	
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		

St	tructures wi	ith infinitives
J'aime aller/faire		
Je n'aime pas aller/faire	2	
Je vais aller/jouer		
Je voudrais aller/jouer		
il faut aller/jouer		
on peut/doit aller		

-00-Subject: French Beckfoot

Higher Tier Knowledge Organiser

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	Sentence S	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		
9	à cause du fait que		
10	Je considerais que		
11	il faut que je dise que		

	Signposting Time F	rames
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	

	Connective	es
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)	

	Frequenc	у
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/ parfois	

	Intensi	fiers		Adjectives		
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/		
	Exclamat	ions!!!		barbant		
1	Quel		9	fatigant		
	dommage!		10	difficile		
2	Quel plaisir!		11	cher		

	Fancy Pl	nrases
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	



Foundation Tier Knowledge Organiser

KS4

Present Tense		ense	Perfect Tense					Simple Past			Future/Conditional Tense		
1	Ich bin	l am	1	Ich bin gegangen		l went	1	ich war	l was	ich v	verde/möchte(I will/would like to)	
2	Ich habe	l have	2	Ich bin gefahren		I travelled	2	es war	it was	1	sein	be	
3	lch mache	I do/make	3	Ich bin geflogen		l flew	3	sie waren	they were	2	werden	become	
4	Ich gehe	l go	4	Ich bin geblieben		l stayed				3	gehen	go	
5	Ich fahre	I travel	5	Ich habe gemacht	t	I did/made	4	ich natte	Inad	4	fahren	travel	
6	Ich mag	l like	6	Ich habe gespielt		l played	5	es gab	there was/were	5	spielen	play	
7	Ich hasse	l hate	7	Ich habe gegesser	n	l ate		Conditio	nal Fancy	6	essen	eat	
8	Ich spiele	l plav	8	Ich hahe getrunke	Ich habo gotrupkop		1	ich wäre	I would be	7	trinken	drink	
9			0				2	es wäre	it would be	8	sehen	see	
9			9	ich nabe gekauft		l bought				9	arbeiten	work	
10	Ich trinke	l drink	10	Ich habe gearbeit	Ich habe gearbeitet		3	sie wären	they would be	10	lesen	read	
11	Ich lese	I read	11	Ich habe gesehen	l	l watched	4	ich hätte	I would have	11	machen	make/do	
12	Ich sehe	l see	12	Ich habe gelesen		l read	5	es gäbe	there would be	12	besuchen	visit	
13	Ich kaufe	l buy	13	Ich habe gefunde	n	l found		Structures With Infinitives					
14	Ich finde	l find	14	ich habe besucht		l visited							
15	Ich arbeite	l work						icn mussn	hachen		Thave to do		
16	lch denke	I think		Using	Gebei	n	2	ich darfmachen I am allowed to do			to do		
17	lch muss	I have to	1	es gibt	The	There is/are		ich kannmachen			l can do		
18	lch kann	l can	2	es gab	The	ere was/were		ich sollmachen		l should do			
19	Ich will	l want to	3	es wirdgeben	The	ere will be	e will be 5 ich willma		ich willmachen		I want to do		
20	es ist	it's	4	es würdegeben	The	ere would be	6	6 man muss/kann/sollmachen			you must/can/should do		



2

Subject: German

Ich habe Hähnchen, Pommes und Salat gegessen

und ich habe Cola getrunken. Das Essen war sehr

lecker und es hat sich wirklich gelohnt. Wahnsinn!

Foundation Tier Knowledge Organiser

2

Ich möchte ins Café gehen und ich

amüsieren, weil ich Pizza liebe.

möchte Pizza essen. Ich werde mich

KS4

lustig

interessant

spannend

unglaublich

langweilig

schwierig

it was loads of fun

I will enjoy myself

looking forward to it.

myself I love pizza.

Next year I will travel with my friends to Berlin. I am already

I would like to go to café and I

would like to eat pizza. I will enjoy

it was really worth it

I am already looking forward to it

teuer

billig

I liked it

anstrengend

nützlich

schön



funny

interesting

exciting

useful

great

boring

tiring

difficult

cheap

expensive

beautiful

incredible

Adjectives

	Sente	ence St	arters				Cor	nectiv	es			Intens									
1	meiner Meinung n	ach	in my opinio	n		1	und		and		1	ein bisschen	a bit	1	lusti						
2	meines erachtens		in my opinio	n		2	aber		but		2	ziemlich	quite	2	inte						
3	im Großen und Ga	nzen	all in all			3	denn	nn		denn		denn		5	3	sehr	very	3	spar		
4	ich denke, dass		I think that			4	oder	oder		der		oder		oder			4	wirklich	really	4	nütz
5	ich würde sagen, d	ass	I would say t	hat		5	jedoch		loch however		5	echt	genuinely	5	schö						
6	ich muss sagen da	<u> </u>	I have to say	that		6	6 außerdem furthermore			6	zu	too	6	toll							
0	len muss sagen, ua	33	Thave to say			7	weil/da		because	9	7	7 so so			ung						
	Signposting Tir	me Fra	mes			8	dass		that		8	ganz	8	lang							
1	letztes Jahr	last y	ear				_														
2	letzte Woche	last v	veek	1	Freque			<mark>cy</mark>				Exclama	tions!!!	10	schy						
3	gestern	yeste	erday	1	jede	jeden Tag			every day		1	Wie	What a	11	tour						
4	normalerweise	norm	ally	2	ab ı	ib und zu from time to time Schade! shame!				shame!	11	Leue									
5	gewähnlich			3	eini	mal pro	Woche	once	e a week		2	Wahnsinn!	Wow!	12	billig						
	gewonnien	usua			ciiii		Woone						Fancy	Phrases							
6	dieses Abend	this e	evening	4	zwe	eimal pr	o Woche	twic	e a montł	ı		es hat eine N	lenge Spaß gemach	nt i'	t was le						
7	nächste Woche	next	week	5	nie			neve	er			es hat sich w	irklich gelohnt		twasr						
8	nächstes Jahr	next	year	6	imn	ner		alwa	iys					<u> </u>							
9	in der Zukunft	in the	e future	7	oft			ofte	n			das nat mir g		-+							
10	am Wochenende	at the	e weekend	8	mai	nchmal		som	etimes		4 ich freue mich schon darauf				am alr						
												ich werde mi	ch amüsieren		will er						
	Perfect Past Examples												Fantastic Futur	e Exar	nples						
1	1 Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen ci und es hat eine Menge Spaß gemacht.						ast weekend I went to the 1 inema/café/restaurant/stadium/				Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.				xt year ends to oking fo						

I ate chicken, chips and salad and I

drank cola. The food was very tasty

and it was really worth it. Wow!



Foundation Tier Knowledge Organiser

KS4

	Present Tense		Perfect 1	ense		Simpl	e Past		Future/Conditional Tense		
1	Ich bin	1	Ich bin gegangen		1	ich war		ich v	verde/möchte(l 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	Ich habe gemacht		ich hatte		4	fahren		
6	Ich mag	6	Ich habe gespielt		5	es gab		5	spielen		
7	Ich hasse		Ich habe gegesser	1		Conditio	nal Fancy	6	essen		
8	Ich spiele		Ich habe getrunke	n	1	ich wäre		7	trinken		
9	Ich esse					es wäre		8	sehen		
3		9	Ich habe gekauft	Ich habe gekauft				9	arbeiten		
10	Ich trinke	10	Ich habe gearbeite	et	3	sie wären		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	n			Structures	With I	ofinitivos		
14	Ich finde	14	ich habe besucht		1	i ala manuara m	Structures	•••icii ii			
15	Ich arbeite					ich mussn	hachen				
16	Ich denke		Using C	ieben	2	ich darfma	achen				
17	Ich muss	1	es gibt	es gibt		ich kannm	nachen				
18	lch kann	2	es gab			ich sollma	chen				
19	Ich will	3	es wirdgeben	es wirdgeben		ich willmachen					
20	es ist	4	es würdegeben		6	man muss/kann/sollmachen					



Foundation Tier Knowledge Organiser



	Sentence St	arters			Conn	ective	es			Intensi	fiers	Adjectives		
1	meiner Meinung nach			1	und				1	ein bisschen		1	lustig	
2	meines erachtens			2	aber				2	ziemlich		2	interessant	
3	im Großen und Ganzen			3	denn				3	sehr		3	spannend	
4	ich denke, dass			4	oder				4	wirklich		4	nützlich	
5	ich würde sagen, dass			5	jedoch				5	echt		5	schön	
6	ich muss sagen, dass			6	außerdem				6	zu		6	toll	
				7	weil/da				7	SO		7	unglaublich	
	Signposting Time Fra	mes		8	dass				8	ganz		8	langweilig	
1	letztes Jahr			Frequency				_ 			9	anstrengend		
2	letzte Woche		1 ie	eden Tag						Exclamat	tions!!!	10	schwierig	
3	gestern		2 2						1	Wie		11	teuer	
4	normalerweise		2 a									12	billig	
5	gewöhnlich		3 е	nmal pro Woche				2	wannsinn!			1		
6	dieses Abend		4 zv	weimal pro Woche							Fancy	Phras	es	
7	nächste Woche		5 n	ie '						es hat eine M	enge Spaß gemac	ht		
8	nächstes Jahr		6 ir	nmer					$ ^2$	es hat sich wi	rklich gelohnt			
9	in der Zukunft		7 0	ft					3	das hat mir ge	efallen			
10	am Wochenende		8 m	nanchmal						ich freue mich	n schon darauf			
									5	ich werde mic	ch amüsieren			
		s							Future Tense	Exam	ples			
1	Letztes Wochenende bin ich Kino/Café/Restaurant/Stadic und es hat eine Menge Spaß	i ins on/Museum gega 8 gemacht.	angen					1	Näch Freur freue	stes Jahr werde i nden nach Berlin mich schon dara	ch mit meinen fahren und ich auf.			
2	Ich habe Hähnchen, Pomme und ich habe Cola getrunker lecker und es hat sich wirklic	ssen sehr nsinn!					2	Ich m möch amüs	öchte ins Café ge ite Pizza essen. Io ieren, weil ich Pi	ehen und ich ch werde mich zza liebe.				



KS4

	Present T	ense	Perfect Tense					Simpl	e Past	Future/Conditional Tense			
1	Ich bin	l am	1	Ich bin gegangen		l went	1	ich war	l was	ich v	verde/möchte((I will/would like to)	
2	Ich habe	l have	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	lch gehe	l go	4	Ich bin geblieben		l stayed				3	gehen	go	
5	Ich fahre	l travel	5	Ich habe gemacht	Ich habe gemacht		/made 4		l had	4	fahren	travel	
6	Ich mag	l like	6	Ich habe gespielt	Ich habe gespielt		5	es gab	there was/were	5	spielen	play	
7	Ich hasse	l hate	7	Ich habe gegesse	n	Late		Conditio	nal Fancy	6	essen	eat	
8	Ich spiele	l play	, 	Ich hahe getrunk			1	ich wäre	I would be	7	trinken	drink	
0			0		ich nabe getrunken		2	es wäre	it would be	8	sehen	see	
9			9	Ich habe gekauft	Ich habe gekauft					9	arbeiten	work	
10	Ich trinke	l drink	10	Ich habe gearbeit	Ich habe gearbeitet		3	sie wären	they would be	10	lesen	read	
11	Ich lese	l read	11	Ich habe gesehen	Ì	I watched	4	ich hätte	I would have	11	machen	make/do	
12	Ich sehe	l see	12	Ich habe gelesen		l read	5	es gäbe	there would be	12	besuchen	visit	
13	Ich kaufe	l buy	13	Ich habe gefunde	n	l found		I	Structures	es With Infinitives			
14	Ich finde	l find	14	ich habe besucht		l visited		I.,	Structures	vvicii ii			
15	Ich arbeite	l work						ich mussn	nachen		I have to do		
16	Ich denke	l think		Using (Gebe	n	2	ich darfm	achen		I am allowed	to do	
17	lch muss	I have to	1	es gibt	The	ere is/are	3	ich kannm	nachen		I can do		
18	lch kann	l can	2	es gab	The	ere was/were	4	ich sollmachen			I should do		
19	Ich will	l want to	3	es wirdgeben	The	ere will be	5	ich willmachen		I want to do)	
20	es ist	it's	4	es würdegeben	The	ere would be	6	man muss/	kann/sollmachen	you must/can/should		n/should do	





	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 Seite	but on the other hand	
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 F	rames			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	einmal 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

	Intensi	fiers		
1	ein bisschen	a bit		1
2	ziemlich	quite		2
3	sehr	very		3
4	wirklich	really		4
5	echt	genuinely		5
6	zu	too		с С
7	SO	so		0
8	ganz	totally		7
			1	8
	Exclamat	tions!!!		9
1	Wie Schade!	What a shame!		10
2	Wahnsinn!	Wow!		11
				12

	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

	Present T	ense		Perfect Ter	ise		Simpl	e Past		Future/Conditional Tense		
1	Ich bin		1	Ich bin gegangen		1	ich war		ich v	verde/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 natte		4	fahren		
6	Ich mag		6	Ich habe gespielt		5	es gab		5	spielen		
7	Ich hasse		7	Ich habe gegessen			Conditio	nal Fancy	6	essen		
8	Ich spiele		8	Ich habe getrunken		1	ich wäre		7	trinken		
Q	lch esse					2	es wäre		8	sehen		
10			9		Ich habe gekauft				9	arbeiten		
10	ich trinke		10	Ich habe gearbeitet		3	sie waren		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 gefunden				Structures	With I	ofinitives		
14	Ich finde		14	ich habe besucht		1	ich muss n					
15	Ich arbeite							lachen				
16	Ich denke			Using Get	ben	2	ich darfma	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	es wirdgeben		ich willmachen					
20	es ist		4	es würdegeben		6	man muss/kann/sollmachen					





	Sentence St		Connectives				Intensifiers				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	g)		4	wirklich		4	nützlich	
5	aber auf der anderen				5	jedoch			5	echt		5	schön	
6	Seite				6	deshalb			6	zu		6	toll	
6	es scheint mir, dass	5			7	trotzdem			7	SO		7	unglaublich	
7	ich denke, dass				8	außerdem			8	ganz		Q		
8	ich würde sagen, dass	ch würde sagen, dass			9	weil/da				Exclamat	ions!!!	0	langwenig	
9	obwohl ich weiß, dass	obwohl ich weiß, dass				dass			1	Wie		9	anstrengend	
10	ich glaube, dass				11	obwohl				Schade!		10	schwierig	
11	ich muss sagen, dass				12	wenn			2	Wahnsinn!		11	teuer	
	Signposting Time Fra	umes			Frequency							12	billig	
1	letztes Jahr		1	jedei	den Tag			Fancy Phrases						
2	letzte Woche		2	ab ui	nd zu				1	es hat eine Me	enge Spaß gemac	nt		
3	gestern								2	2 ich habe mich wirklich amüsiert				
4	normalerweise		3	einm	nal pro '	Woche			3	es hat sich wirklich gelohnt				
5	gewöhnlich		4	zwei	mal pro) Woche			4	das hat mir gefallen				
6	dieses Abend		5	nie					5	5 ich hätte nie gedacht				
7	nächste Woche		6	imm	er				6	je (heißer), de	sto besser			
8	nächstes Jahr		7	oft					7	ich freue mich	schon darauf			
9	in der Zukunft 8 m			man	nchmal			8	es wird bestim machen	nmt viel Spaß				

		ୁ ସିପ୍ରି	Subject: Geography	Topic:	bic: Urban issues Year Group:						enjov ledin succeed			
A. A	growing percen	tage of the world's population li	ives in urban areas.	such	90 00	-			D.	. Urban susta	ainability requires management of			
	Urbanisation	as towns or cities. In 2007, the more than 50 % of the world Urbanisation is happening al rates are much faster than H economic growth they are ex	he UN announced that for the first of /'s population live in urban areas. I over the word but in LICs and NEE ICs. This is mostly because of the rap speriencing.	s such time, s pid					1	Sustaina ble cities	Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use then.			
B. UI	B. Urban growth creates opportunities and challenges for cities in LICs and NEEs.				C. an 1	Urban change i d environment Importance of London	n cities in the UK leads to a variety of al opportunities and challenges. The UK largest and wealthiest city It has world city status- so has globa	social, economic	2	London' s congest ion	 Widen roads to allow more traffic to flow easily. Build ring roads and bypasses to keep through traffic out of city 			
1	Rio De Janeiro	Rio is a coastal city situated ir the continent of South Americ the country (6.5 million) after	n the South East region of Brazil wit ca. It is the second most populated Sao Paulo	hin city in			Financial centre of the world (along Location for the headquarters of lar companies and British companies. Centre for media and communication	g with New York). rge international		scheme	 centres. Introduce park and ride schemes to reduce car use. Encourage car-sharing schemes in werde above 			
2	Opportunit ies	Social: Standards of living are an important cultural event for Economic: Rio has one of the country. The city has various to and manufacturing. Environmental: The hosting o	gradually improving. The Rio Carni or traditional dancing and music. highest incomes per person in the types of employment including oil, f the major sporting events encours	val is retail aged	2	2	2	2	Opportuniti es	Social: Cultural mix- ethnic diversity well integrated transport system in transport. Recreation and entertair opportunities. Economic: Excellent employment o Growth in services- professional are	y . London has a cluding public iment pportunities. ral estate and			 Have public transport, cycle lanes & cycle hire schemes. Having congestion charges discourages drivers from entering the busy city centres
3	Challenges	Social: There is a severe shor centres available. Large scale between the rich and poor. Economic: The rise of informa contributions. There is high er Economic	tage of housing, schools and health social inequality, is creating tension I jobs with low pay and no tax mployment in shanty towns called	care ns			business services, management cor Environmental: Urban greening- Lo world's greenest cities. 47% is gree woodlands, cemeteries and garden recreational opportunities. There a allotments in London here people g	nsultancy and law. ondon is one of the n space – parks, is. Spaces offer re 30,000 grown food. 61%	3	Urban regener ation	The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding			
		Environmental: Shanty towns the city, typically on unfavour	called Favelas are established arou rable land, such as hills.	ind	3	challenges	Social: There is a severe shortage c	of housing, schools						
4	Self-help schemes - Rocinha, Bairro Project	 The authorities have prov homes with safe electricit Government has demolisi Community policing has b stance on gangs with mili Greater investment in new pollution and increase con 	vided basic materials to improve pe ty and sewage pipes. hed houses and created new estate been established, along with a toug tary backed police. w road and rail network to reduce nnections between rich and poor au	oples s. her reas.			inequality, is creating tensions betw poor. Economic: The rise of informal jobs no tax contributions. There is high of shanty towns called Favelas Environmental: Shanty towns called established around the city, typical land, such as hills.	ween the rich and with low pay and employment in d Favelas are ly on unfavourable						

		୍ମ ସିଥିଲ୍କ Beckfoot	Subject: Geography	Topic: U	Irban	issues		Year Group: I	0		enjoy learn succeed
A. A	growing percen	tage of the world's population	lives in urban areas.	90 90 70		The second		h at i	D. re	Urban susta sources and	inability requires management of transport.
	Urbanisation			anna anna			•••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• ••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• •••• ••••		1	Sustaina ble cities	
	<u>hilinku</u>				C. Urbai and env	in change ir vironmenta	n cities in the UK leads to a variety of Il opportunities and challenges.	r social, economic	2	London' s	
B. Ur	rban growth cre	ates opportunities and challen	ges for cities in LICs and NEEs.		1 Imp of L	portance London				congest ion	
1	Rio De Janeiro									scheme	
2	Opportunit ies				2 Op	portuniti					
					es						
									3	Urban	
3	Challenges									regener ation	
									L		
					3 cha	allenges					
4	Self-help									a de la compañía de la	
	Rocinha, Bairro Project										

		Subject: Ge	ography	Topic: Urban issues			Year	Group: 10	enjoy Jean	
	Beckfoot								succes	
1) Brownfield site	Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas,	7) Economic opportunities	Chances for employment	people to improve their standard of living throug	ţh	15) Rural-ı fringe	urban	A zone of transition between the built-up area and the countryside, where there is often competition for land use. It zone of mixed land uses, from out of town shopping centres golf courses to farmland and motorways.		
	particularly in the inner city.	8) Greenfield sites	A plot of land that has not	A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development.			anitation Measures designed to		protect public health, including the	
2)	Abandoned buildings and							provision of clean wate	er and the disposal of sewage and waste.	
Dereliction	wasteland.	9) inequalities Differences be wellbeing and		between poverty and wealth, as well as in people d access to things like jobs, housing and education	erty and wealth, as well as in peoples' hings like jobs, housing and education.					
3) Urbanisation	The process by which an increasing percentage of a		access to ope	access to open land, safety and security.			'n	The degree to which an individual or an area is deprived of services, decent housing, adequate income and local		
	country's population comes to live in towns and cities. Rapid urbanisation is a feature of	10) Integrated transport	- When differ	rent transport methods connect together, makir pother and therefore public transport more atter integration should result in more demand f	g			employment.		
	many LICs and NEEs.	373161113	public transport and should see people switching from private car use to public modes of transport, which should be more sustainable. It may also lead to a fall in congestion due to less road users.			18) Sustaiı urban livir	nable 1g	A sustainable city is one in which there is minimal damage environment, the economic base is sound with resources allocated fairly and jobs secure, and there is a strong sense		
4) Urban regeneration	The revival of old parts of the built-up area by either							community, with local people involved in decisions made. Sustainable urban living includes several aims including the		
	installing modern facilities in old buildings (known as renewal) or onting for	11) Mega cities	An urban are people.	a with a total population in excess of ten million				or renewable resources, energy efficiency, use of public transport, accessible resources and services.		
	redevelopment (ie demolishing existing buildings and starting afresh).	12) Migration	When people move from one area to another. In many LICS people move from rural to urban areas (rural-urban migration).			19) Squatt settlemen	er t	An area of poor-quality housing, lacking in amenities so water supply, sewerage and electricity, which often de spontaneously and illegally in a city in an LIC.		
5) Urban sprawl	The unplanned growth of urban areas into the	13) Natural increase	The birth rate	e minus the death rate of a population.		20) Social opportuni	ties	Chances for people to access to education an	improve their quality of life, for instance d health care.	
	surrounding countryside.					21) Traffic		Occurs when there is t	oo great a volume of traffic for roads to	
		14) pollution	The presence which have h	e of chemicals, noise, dirt or other substances harmful or poisonous effects on an environment.		congestion	n	cope with, so traffic jams form and traffic slows to a cr		
6) Waste recycling	The process of extracting and reusing useful substances found in waste.					22) Urban greening		The process of increasi public parks and garde	ing and preserving open space such as ns in urban areas.	

		Subject: Geography	Topic: Urban issues		Year Group: 10	enjoy learn succeed
1) Brownfield site	Becktoot	7) Economic opportunities		15) Rural- fringe	urban	0
		8) Greenfield sites		16) Sanita	tion	
2) Dereliction		9) inequalities				
3) Urbanisation				17) Social deprivatio	on la	
		10) Integrated transport systems				
				18) Sustai urban livii	nable ng	
4) Urban regeneration						
		11) Mega cities				
		12) Migration		19) Squatt settlemen	ter t	
5) Urban sprawl		13) Natural increase		20) Social opportuni	ities	
		14) pollution		21) Traffic congestio	n	
6) Waste recycling				22) Urban greening		
		1 1				



Subject: History

Topic: Americans' experiences of the Depression and New Deal Year Group: 10



1.	The Great Depre	ssion		2.	Effect of the Great D	epress	ion			Key word	Definition
1	What were the long term causes	1.	Over-speculation – too many people had bought shares with borrowed money hoping that	1	What happened to employment after the Crash?	1. 2. 3	By 1932, around 13 million people were jobless (25% of the total 12,000 people were losing their jobs every day by 1932 and 20,0 shut down. Between 1929 and 1932, factory production dropped by 45% and	al labou 000 cor	ur force). npanies had sebuilding by	Buying on the Margin	A method of buying shares where an investor pays 10% of the share price and repays the rest with their profits
	of the depression?	2.	their value would increase Overproduction – the demand for	2	Mathewali al	3.	80%.			Bonus Army	The war veterans who marched on Washington in 1932 to demand navment of their war pensions
			could afford the products had already bought them	Z	Hoovervilles develop?	1. 2.	Many were forced to in Hoovervilles in improvised shacks built were raterials	nwanted	Dust Bowl	Parts of the interior USA which had become infertile for farming	
		3.	Credit – too many people had bought products with borrowed money, meaning there was a lot of debt			3. 4.	Many unemployed workers became 'hobos' and travelled the co any work they could find. Soup kitchens were set up in cities and many homeless people ju find food.	looking for breadlines to	Hobo	The term used for a person who moved around the country seeking work	
		4.	Tariffs – taxes on US imports in other countries meant companies struggled to sell their extra	3	How did the Depression affect	1. 2.	 Many farmers were struggling before the Crash. Many farmers had to pay back bank loans (e.g. for equipment) and to do this 		en struggled	Hooverville	The temporary slums that arose as a response to high levels of homelessness
2	What were	farmers?				3. 4.	to do this. By 1932, 1 in 20 farmers had lost their farms and homes as a res Drought and farming methods had turned much of the Midwest in which the topsoil was blown away leaving do soil	Laissez-faire	A government policy of not getting involved in people's lives		
the short term causes of the depression?	2	 confidence in the companies they invested in and from September 1929, they began selling their shares As more people began to sell their shares, the value of these shares fell as the sellers were desperate to get rid of them. 	3	How did 1. He believed in 'rugged individualism' and felt the crisis would end quickly. President Hoover respond to the 2. The Reconstruction Finance Committee lent money to farmers and struggling businesses.				Rugged individualism	The belief that individuals should solve their own problems for hard work rather than relying on the state		
			2.		crisis?	 A huge road and dam building programme created jobs. \$300m to help the unemployed was made available to the states but only \$30m was used. The Useday Creat Tariff of 1020 transits but led to at her countries to bit. 					A part of a business that is sold to get investment in the company
2	What was	3. 1	This led to the Wall Street Crash			5.	The Hawley-Smoot Tariff of 1930 taxed imports but led to other goods, making US exports fall	· counti	ries taxing US	Speculation	Gambling on the stock market, often with borrowed money
5	the Wall Street Crash?	1.	shares were sold – x5 sold on a normal day. Share prices for almost all companies dropped	4	How did people react to the Depression?	1. 2.	Farmers in Iowa used guns and pitchforks to keep government of evicting farmers. In summer 1932 250,000 ex-soldiers marched to Washington to pension or 'bonus' to be paid early.	s from nd their	Stock Market	Where stocks were bought and sold	
		2.	further. This day became known as 'Black Thursday' or the Wall Street Crash.			3. 4.	Hoover set the army on them and the 'Bonus Army' protesters v gas, guns and tanks. People blamed Hoover's laissez-faire attitude for their suffering	were dr	riven off with	Under- consumption	When not enough money is being spent to sustain a particular business or the wider economy
4	What was	1.	On 29 October there was another	з.	The 1932 election	Hoov	er	Roos	evelt		
	4 What was the short term impact of the Wall	2.	selling panic. 16 million shares were sold. Shareholders lost a total of \$8 billion on the day	1	Background	1. 2.	Elected as president in 1928 – part of the Republican Party. Before politics he was a mining multi-millionaire.	1. 2.	Part of the Demo New York govern helping the uner	ocrat Party nor after 1928 ar mployed.	nd spent \$20m of tax money
Street Crash?	Crash?	3. 4.	 billion on the day. Many had borrowed money to buy the shares and now couldn't afford to pay back their loans Many banks went bankrupt as 	2	Policies	 Believed in rugged individualism and wanted America to solve its problems through hard work and without government help. He only began to introduce measures to help citizens a few years after the Depression began. 		1. 2.	He promised a 'N The 3Rs: 'Relief' jobs) and 'Reform of the Depressio	New Deal' for An (help for those i m' (to improve A n).	nerica n need), 'Recovery' (providing merica and minimise the impact
		they could not recover their money. In 1929, 659 banks folded and many people lost their life savings.	3	Reasons for outcome	 He was a poor speaker and his beliefs made him sound uncaring. The Republicans were associated with causing the Depression He broadcast 			Voters liked him He spoke all ove He broadcast his	nim due to his resilience and ideas. over the country up to 15 times a day. t his policies on the radio in a series of 'fireside chats'		

	-00-	Subject: History	Торіс	: Americans'	experiences of the Depression and New Dea	al Year G	roup: 10		enjoy Jeann succeed
	Beckfoo	pt 📃	_						
1.	The Great Depre	ssion	2.	Effect of the Great D	epression		Key word	Definition	
1	What were the long		1	What happened to employment after the Crash?			Buying on the Margin		
	term causes of the depression?						Dust Bowl		
				Why did Hoovervilles develop?	villes ?		Hobo		
							Hooverville		
			3	How did the Depression affect farmers?			Laissez-faire		
2	What were the short term causes		3	How did President Hoover			Rugged individualism		
	of the depression?			respond to the crisis?			Share		
							Speculation		
3	What was		4	How did people react to the Depression?			Stock Market		
	the Wall Street Crash?						Under- consumption		
			3.	The 1932 election	Hoover	Roosevelt			
	VA/h = t = =		1	Background					
4	what was the short term impact of the Wall Street		2	Policies					
	Crash?		3	Reasons for outcome					



Subject: HistoryTopic: Americans' experiences of the Depression and New DealYear Group: 10



~				6. Impact of the New Deal						efinition
4.	The New Deal			1	W/bot were the	1	The Second Security Act allowed the endewide wide weeks	Ale	habat	Covernment egeneise susses d du t
1	What did Roosevelt do in his	1.	The Emergency Banking Act closed and inspected all banks - only the well-run and fully financed banks were allowed to reopen	1	positive	1.	disabled people to get pensions and for the sick or unemployed to get benefits.	Alpi	ncies	Government agencies created during the New Deal
	first 100 days?	2. 3.	The Economy Act cut government employees' salaries by 15% which saved the country \$1billion. The Beer Act ended Prohibition, put the gangsters out of		New Deal?	2. 3. 4.	The number of bank failures dropped dramatically. Days lost to work strikes decreased between 1934 and 1938. GNP (Gross National Product) rose between 1933-1941.	Nev	v Deal	FDR's policies designed to help the US recover from the Depression during the 1930s
2	What	1.	business, and allowed the government to raise cash by taxing alcohol.	2	What were the negative	1. 2.	It interfered a lot in people's lives. It failed to solve unemployment and 1 in 10 remained	Res	ervation	The term for an area of land given over to American Indians for their exclusive use
-	were the Alphabet Agencies?	2.	initials. The idea was that the government would create jobs by spending money, allowing buying to resume, therefore creating more jobs.		impacts of the New Deal?	3. 4.	jobless. Many people remained poor. It wasted a lot of money on unsuccessful work programmes.	Soc Sec	ial urity Act	The 1935 measure that created America's first social welfare system
3	How did the New Deal help	1. 2.	The CCC temporarily employed 2.5 million 18-25 year olds working clearing up the countryside The CWA created 4 million temporary jobs building schools, airoott and roads	3	How did it affect women?	 Many women found work in one of the Alphabet Agencies. However the NRA set women's wages lower than men's - \$525 per year compared to \$1000 for men Only 10,000 of the 2.5 million CCC jobs went to women 		Sup Cou	reme Irt	The USA's highest court that can challenge or overrule new and existing laws
	ment?	3.	The FERA gave \$500 million to states to help homeless, starving people.	4 How did it affect workers? 1. The Alphabet agencies gave millions a basic wage The Wagner Act gave workers the right to join trade unions 3. However big businesses remained powerful and unions were treated with suspicion 7		Thr	ee Rs	Relief, Recovery, Reform: FDR's three main policy priorities after winning the Presidency		
4	How did the New Deal affect	1. 2.	The FCA lent money to farmers to repay loans - \$100 million loaned in 18 months The AAA paid farmers to produce less and destroy extra			7. P	opular Cul	Iture in the 1930s		
5	How did the New Deal affect	1.	The NRA encouraged workers and employers to create fair working conditions, including the right to join trade unions – 2.5 million companies joined the scheme	5	How did affect farmers?	1. 2. 3.	Large-scale farmers benefited from rising prices and loans But small farms continued to struggle in rural areas Dust bowl farmers had to look for work elsewhere		How did entertai nment	 Jazz was very popular and top stars sold lots of records. Gramophone sales increased along with vinvl records.
	industry & workers?	2. 3.	The TVA provided work building dams and electric power stations in one of the poorest areas of America The HOLC gave loans to over 300,000 people to pay their mortgages	6	How did it affect African Americans?	1. 2. 3.	200,000 African American employed by the CCC But the CCC campsites were segregated African Americans were not allowed to live in the newly built towns		change?	 Over 100m people went to the cinema each week. Musicals, comedies, historical dramas and horror films were
5.	Opposition 1	to the	e New Deal			4.	Roosevelt refused to make changes to race discrimination			all popular. 5 Comic books became a hugely
1	Republicans	1.	Many Republicans felt FDR was becoming too powerful and letting the government dominate the lives of individuals.	7	How did it	1.	Government loans were provided to help Native Americans	2	How did	popular industry.
2	The Rich	1.	The rich were annoyed at having to pay extra tax to support the New Deal.	affect Native Americans?	Americans?	2.	The Indian Reservation Act gave Native Americans the right to set up their own law courts	-	the arts	 Authors wrote about the
3	Businesses	1.	Business owners felt the government was interfering with business and giving workers too many rights.			3.	But many Native Americans still lived in poverty and suffered discrimination		enanger	Depression and social issues. 3. The Works Progress
4	The Supreme Court	1. 2.	The Supreme Court argued that it wasn't the President's place to make laws on local state business In 1935, the Court ruled the AAA was illegal	8	B How did the New Deal Come to an end? 1. 4. 5.	After FDR's re-election in 1936 he worried about the cost of his plans.			work for unemployed artists of all kinds. 4. Much of the artistic output of	
5	Radical politicians	1. 2. 3.	Some politicians felt the New Deal wasn't doing enough Huey Long suggested 'Share Our Wealth' where the government would take all fortunes above £5m, and sharing them so every family could buy a car, house and radio. Francis Townsend suggested everyone should retire at 60 to allow younger people to enter the job market.			come to an 2. F end? 3. T 4. U 5. I	Thousands of workers in the car and steel industries went on strike. Unemployment rose to 10.5m in 1938 and production fell. By January 1939 FDR acknowledged the New Deal was over.			 4. Inden of the artistic output of this era became important and is still studied and enjoyed today. 5. The WPA was criticized for wasting taxpayers' money.



Year Group: 10



	Deckiool										
4.1	The New Deal		6.	Impact of the New	Deal	Key	word D	efinition			
1	What did Roosevelt do in his first 100 days?		1	What were the positive impacts of the New Deal?		Alp Age Nev	habet encies w Deal				
2	What were the Alphabet Agencies?		2	What were the negative impacts of the New Deal?		Soc	ial urity Act				
3	How did the New Deal help unemploy- ment?		3	How did it affect women?		Sup Cou	oreme Irt				
4	How did the New Deal affect farmers?		4	How did it affect workers?		7. P	ee Rs Popular Cul	ture in the 1930s			
5	How did the New Deal affect		5	How did affect farmers?		1	How did				
	workers?		6	How did it affect African Americans?			nment change?				
5.	Opposition t	to the New Deal									
1	Republicans		7	How did it							
2	The Rich			Americans?		2	How did				
3	Businesses						the arts change?				
4	The Supreme Court		8	How did the New Deal							
5	Radical politicians			come to an end?							





Year Group: 10

8.	WW2 and the economy		Key word	Definition	
1	What was the US stance on involvement?	 America had not joined the League of Nations at the end of WWI and focused on building its own country In 1935 the Neutrality Act banned loans to countries at war 	Isolationism	The US policy of staying out of European affairs	
		3. In 1937, the government stopped the sales of weapons to any countries involved in conflict	Lend Lease	America's policy of lending Britain	
2	How did this change?	1. In 1937 Roosevelt made a speech saying peace-loving nations needed to stand up to aggressive nations		military equipment free of charge	
		2. When war broke out in 1939, America declared support for Britain and France.	NAACP	The National Association for the	
3	How did this change affect the economy?	 In Nov 1939, Britain and France began buying US weapons, warships and plans in the 'Cash and Carry plan' In March 1941, FDR agreed to lend \$7000 million worth of weapons to Britain in the Lend Lease Deal This created valuable production jobs 		Advancement of Colored People – group that worked for equality for African Americans	
		 Unemployed men became trainee soldiers, sailors and pilots By 1941, there were only 5.5 million unemployed compared to 10 million in 1937 	Neutrality	Not supporting or helping either side in a conflict or disagreement	
4	How did joining the war help the economy?	 In Dec 1941, Pearl Harbor was attacked by the Japanese. The US joined WW2 on the side of Britain and France In Jan 1942, the War Production Board converted peacetime industries to produce weapons In 1944 96,000 planes were produced by US factories 	WAC	Women's Auxiliary Corps – non combat group in the US army	
		 More unemployed men joined the armed forces – by 1944 unemployment dropped to 670,000 Farmers benefitted from supplying food to the military Coal, iron, steel and oil industries got a boost too 		Non combat group in the US navy	

9.	How did WW2 affect	the li	ives of women?	10.	How did WW2 aff	ne lives of African Americans?	
1	What was life like for women before WW2?	1. 2.	Women were employed in traditional 'female roles' like nursing and teaching They were often expected to leave their jobs once they got married	1	African Americans in the US	1. 2.	Early on in the war there was a march planned to protest the treatment of African American workers especially in weapons factories The government set up the FEPC to investigate. It found widespread discrimination and recommended the government dide't use these companies
2	What happened	1.	As millions of men joined the military, women began to fill their			3.	By 1944, 2 million African Americans worked in factories
	out?	2. 3.	Between 1940 and 1945 the number of women in work rose from 12 million to nearly 19 million Women occupied a third of all America's jobs	2	What was it like for African Americans in the military?	1. 2. 3.	Over 1 million African Americans fought for the US in WW2 They faced widespread discrimination, segregation and limits on the roles they could hold – e.g. they could not be officers or pilots As the war continued African Americans began to hold these important roles but still
3	What did women do in the	1. 2.	Over 300,000 women took on non combat roles in the military The WAC was formed in 1942, which allowed women to serve in the		,		in segregated units
	military?	3. 4.	army Women in the WAC would have jobs like mechanics, electricians, typists, drivers and switchboard operators Women could also help in the navy by joining the WAVES	3	What was it like for African American women?	1. 2. 3.	African American women were not allowed to serve in the WAVES There were limits on the number of African Americans joining the WAC and becoming nurses African American nurses were often only allowed to treat African American patients
4	What was the impact of thee changes?	 1. 2. 3. 4. 5. 6. 	Women proved that they were capable of the same jobs that men were Many more married women were employed – which wasn't common before the war However, many men saw this as a threat The government was reluctant to provide childcare help or more equal pay – women's pay was only 60% Many expected women to return to their domestic role after WW2 The changes that were made were temporary	4	What was the impact of African American involvement in the war?	1. 2. 3. 4.	Soldiers fighting abroad found less racial discrimination in European countries Many African American soldiers felt it was hypocritical that the US asked them to fight in a war against racism in Germany, while experiencing racism in the military and at home The Double V campaign led by an African American newspaper called for victory in the war and victory against inequality in the US Membership of the NAACP increased to around 500,000 by the end of the war, showing people were ready for change





8.	WW2 and the economy	Key word	Definition
1	What was the US stance on involvement?	Isolationism	
		Lend Lease	
2	How did this change?		
		NAACP	
3	How did this change affect the economy?		
		Neutrality	
4	How did joining the war help the economy?	WAC	
		WAVES	

9.	How did WW2 affect	the lives of women?	10. How did WW2 affect the lives of African Americans?					
1	What was life like for women before WW2?		1	African Americans in the US				
2	What happened when war broke out?		2	What was it like for African Americans in				
3	What did women do in the military?		3	What was it like for African American women?				
4	What was the impact of thee changes?		4	What was the impact of African American involvement in the war?				



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







Flash Cards

	Day 5	Day 4	Day 3	Day 2	Day 1	Week 1	Use t you h	Avoid an and ansv answer ou	A Identify knowled What are y creating flo on? Do you hay knowledge organizer? Use your bo look at pre misconcep from whole feedback.
						Whic	his ta ave r flash	swering t werit in y It loud or	ind the second s
						n Subject/Topi	ble to help nade and u -card temp	he questions in you our head, you are write it down befo you can	2 Colour coding Use different coloured flash cards for different topics. This helps with organization NOT recall
						0?	you k Jsed tt lates f	ur head: r n't actua ore check explain th	Designin 1 Question flashcard. Making the concise an Use a one v prompt, so can recall, as you can No extend
	Day 5	Day 4	Day 3	Day 2	Day 1	Week 2	eep tra nis half or you	esearch sh Ily testing y Ing it again ne answer	ed stions.
						2 Which Sul	ack of the term. The to use ov	ows that when y our knowledge nst the card, so y properly	Using Using Using Using Using Write your answers down, then check. Or say your answers but loud. This really but loud. This really chearly shows the gaps in your chowledge. Co not just copy & e-read. e-read. bhuffle the cards e-read. bhuffle the cards each time you use hem. see the Leitner ystem to use flash pards everyday.
06	5					bject/Topic?	flash cards re are some erleaf.	rou read a question effectively. Say the rou are truly testing if	Feedback How have you performed when you look back at your answers? Is there anything you need to revisit in more detail? Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

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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

you have Use this table to help you keep track of the mind-maps are some mind-map templates for you to use overleaf. completed and checked 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
71					Which Subject/Topic?

Mind-Maps


Mind-Maps



Mind-Maps



Mind-Maps





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

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

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?





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 KS3 students for their independent learning

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

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

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

expectations: their independent learning/revision and go above and beyond The following rewards are available for those students who commit to

