Beckfoot School And Expert Learners Knowledgeable eqr

enjoylearnsucceed

Feb-Easter

2023

Name:	• • • • • • • • • • • • • • • • • • • •
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Tutor gro	up:	••••••	• • • • • • • • • • • • • • • • • • • •
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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: Quiz It, Link It, Map It, Shrink It (QILIMISI)

- 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	in	to (Class	Char	ts			Homework
Fo	llow the steps bel	ow to ac	cess you	r student acc	ount.				If your school has decided to share homework with pupils, you will see the Homework tab in your account.
									Selecting this tab will display a list of the homework tables which you have been given.
1.	Enter your email a	address		Access of Your a	ode" ccess code				To change the date range for displayed homework tasks, click on the orange Date button.
an	d password into t ovided.	he fields			enter the acces member me	is code su	pplied by you	r teacher.	To display tasks in the order they were set, click on the Issue Date button
									To display tasks in the order they are expected to be handed in, dick on the Due date button.
2.	Click on the Log in	n button.					LOG	IN	To mark a homework task so completed, where the homework task of your choice in more detail and tick the Completed? checkbox.
				Γ	Date of b	irth			To view a homework task in more detail, click on the expansion in the bottom right hand comer of the homework tile.
pro	Enter your date of ompted and click of tton.	f birth if on the O	к		Please enter Date of Birth	er your d	ate of birth	below.	A popup will appear that contains the a description of the homework task, the test website of the there is the the set of the the the set of the the set of the set o
					12/06/2009		ок	CANCEL	estimated completion time Please write a short paragraph on what GDP is and any links or and any links or and how it is used.
				L					been included.
As yo you prog	bu are assigned h may want track o ressing for the co three banners ab ework status cate ber of homework	nomewo of how yo urrent w ove the egories o	rk tasks, ou are eek. count th			1 task du	e this wee		Homework status categories
due tasks many To o requ the o	ber of homework this week, how m you have compi y tasks you still n hly see homewor ire an attachmen heckbox labellec hission.	hany of t leted and leed to c rk tasks t it submis	hose d how omplete that ssion, tic				maining th		Completed: These are homework tasks that you have ficked as completed but have not been marked by your teacher.
lf yoi categ	u are viewing the gory will display a	Homew a table o	vork tab verview	via a deskto of each hor	<mark>p or laptop,</mark> nework task	expandi for the s	ng a home elected da	ework status ite range.	Late: These are homework tasks that have been handed in past the deadline.
^	To do							3	
	🕑 Homework 🕻	(E) Teacher †	E Lesson		Due 1	© Estimated time †	► Type †⊥) Feedback [†] i	Not submitted: These are homework tasks that were not handed in on time. Not submitted
Research GDP Mr A BF/Gg Monday Wednexday 1hours Blended Learning									
Ø	Write a soliloquy		8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020		Homework		Submitted: These are
Ø	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback	homework task shat have been handed in on time.





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How to access My Learning Resources

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



How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.





3. Select 'Continue with Microsoft'.

5. Select the course(s) you want to work on.

code for a video

in as a student





2. Click 'Log In' at the top right hand corner.

SENECA		T Microsoft	Sign up
		Sign in	
Q. Search for a cos		Imail, phone, or Sigpe	
		No account? Create one!	
Filters (2)		Carit access your account?	
Price	Enal	Task Next	
The free			0
Passian	Personal		61
		Q. Sign-in options	
Age Group			
Subject			
Exon Board			

4. Enter your school email and password.



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Independent Learning at KS3: Quiz It, Link It, Map It, Shrink It

Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

When you have truly learnt something you can:

- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Identify the most important features of it
- Apply it in different situations

Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and being able to really use that knowledge much more confidently and effectively.

What we expect from you:

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

What you can expect from us:

- Support with your independent learning through tutor and lessons
- Independent Learning tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor



Our evidence-informed Independent learning strategies:

1. Quiz It

- 2. Link It
- 3. Map It
- 4. Shrink It

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Independent Learning: How to 1 – Quiz It

recall information you have learned about already). The majority of your Quiz it work should be Retrieval Practice, as this will help you remember more. How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to

Retrieval Practice: Just do steps 2-4: Cover, Write, Check Rehearsal: Do all 4 steps, Look, Cover, Write, Check

1,2,50





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



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

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

week I which subject/ lopic :	Week 2	Which Subject/Topic?
Day 1	Day 1	
Day 2	Day 2	
Day 3	Day 3	
Day 4	Day 4	
Day 5	Day 5	6



ຼືອີ່ມີ Beckfoot	Subject: Maths	Term: Hal	Term 5 - March		Year	Group: 8	enjoy learn succeed
Algebra – Linear Graphs		Geomet	ry – Properties	and Surface area			
1		I					
2							
3		2.					
4		Probabil	ity		Key V	ocabulary	
		1			1		
		2			2 3 4		

,			English					Ghost	s and	l Ghouls		Ye	ar (Group: 8	enjoy learn licceed
B	eckfoot Key	/ Tec	hniques			Gothic Co	onv	entions		Pu	nctuation & Gramma	ar		Key Vo	ocabulary
			uman emotions or the			Stormy		Intense	1	Full stop .	Marks the end of a sentence. A by a capital letter.	Always followed		Gothic	A genre of
	Pathetic Fallacy		y are reflected through or the natural world.	the		weather	5	emotions of fear and love	2	Exclamation Mark !	n Indicates a strong emotion. Al	ways followed by	.		fiction which first became popular
2	Juxtaposition	close to	wo contrasting things of one another in order t to the difference for o	to draw	2	Supernatural creatures	6	Curses and prophecies	3	Question Mark ?	Indicates a question. Always for capital letter.	ollowed by a			during the 18th century.
3	Semantic Field	A group of word choices linked through similar meaning or theme			Uncanny events e.g.,	7	Feeling of/literally	4	Semi-color	Joins two related sentences to coordinating conjunction. No on needed afterwards.		2	Supernatural	Something with no scientific evidence	
4	Motif	A motif	is a repeated image in a	a story		sounds and movements	ľ	being trapped	5	Colon :	Introduces an idea. No capital afterwards. Replaces 'which is'				to support its existence
-	Motil	which ha	s symbolic significance	in a stor	y.	Gloomy, decaying,					be replaced with a full stop. Indicates a character is speakin		3	Psychological	A person's mental and emotional state
5	Foreshadowing	A warnii future ev	ng, suggestion or indica vent	tion of a	4	isolated setting	8	Death	6	Direct Speech"	always needed; always include punctuation inside the closing s a new line for a new speaker.			Tension/ suspense	Feeling excited, anxious or fearful
	Stock Char		acter	S			7	Brackets (Adds additional detail or comm removed without affecting the		4		about something you expect to		
I	Protagonist		The main characte	er		8 Dash			Dash –	Used before an additional com letter needed afterwards.	ment. No capital			happen	
2	Antagonist		The character who a supernatural crea		y oppose	es the protagonist. Ir	the protagonist. In horror, this is often			Apostroph	Indicates letters have been om	· · ·	5	Curse	A hex or spell which is intended to cause
3	Damsel in dist	ress	A young woman w	ho need	ds rescui	scuing often the protagonist's love interest.			10	Sentence	A short, incomplete sentence u	• /			harm or punishment
4	The Hag		An evil old womar	n, often a	a witch!					Fragment	or dramatic effect. Like this.			Prophecy	A supernatural prediction of what
	Commo	n Th	emes			Cultural Fur	icti	on			Story structure	6	6		will happen in the
ı	Good vs. Evil	5	Power	ı	Social/r tales.	noral lessons taught	: thro	ough cautionary		DROP	Describe the weather in a negative dark and oppressive atmosphere. U fallacy.	,		Sceptic/	future
2	Courage	6	Death		Religiou	ıs/cultural beliefs an				7001	Zoom in on a particular person. De		7	incredulous	Someone who does not believe in the
3	Redemption	edemption 7 Religion 2 with the modern world e.g		. scie	ntific	2	ZOOM	physical appearance. Use show don their emotions.	t tell to convey			supernatural			
4	Love	8 Science		Explori	ng psychological situ	uatio	ns	3	ZOOM	Zoom in on an object that is conne character. Use the object to reveal about your character.			Penny Dreadful	A story published in weekly parts that was cheap and	
					Linterta				4	SHIFT	Return to a description of the weat there is a shift.	her but ensure	8		usually focused on strange,
															supernatural events.

,			English				Ghost	ts an	d Ghouls		Ye	ear	Group: 8	enjoy Jédľn succeed
		y Tec	hniques			Gothic Conv	entions		Pur	nctuation & Gramma	r		Key Vo	cabulary
	Pathetic Fallacy					-		י_	Full stop .				Gothic	
'	T athetic T allacy					5		2	Exclamation Mark !	n		1		
2	Juxtaposition				2	6		3	Question Mark ?					
3	Semantic Field							4	Semi-colon	;		2	Supernatural	
					3	7		5	Colon :					
4	Motif							╎└┘				3	Psychological	
5	Foreshadowing				4	8		6	Direct Speech""			_	Tension/	
			Stock	Chause								4	suspense	
	Protagonist		Stock	Charao	ters									
2	Antagonist							8	Dash –				Curse	
2	Damsel in dist							9	Apostrophe	÷ ،		5		
3	The Hag	ress						1	Sentence Fragment				Prophecy	
•						Cultural Function				Story structure		6		
	Commo	-	emes			Cultural Function	on		DROP	-				
I		5		1					DROP				Sceptic/ incredulous	
2		6		2				2	ZOOM			7	increations	
3		7		3				-					Penny	
4		8		4				3	ZOOM				Dreadful	
								4	SHIFT			8		



0D	Subjects Chemisters		Tapia Farth 2		Vaara		enjoy
Beckfoot	Subject: Chemistry		Topic: Earth 2		Tear	Group: 8	succeed
Carbon cycle		Gases in the	e Earth's atmosphere	Key	Vocabulary		
Sunlight	Auto and factory	What are the percentage of		I	Global warming		
1/-	CO ₂ cycle emissions	gases in our atmosphere?	Nitrogen 20.9% 78% Argon gases 0.90%	2	Greenhouse effect		
Photosynthesis	Plant respiration		Other gases 0.17% Carbon dioxide 0.03%	3	Climate change		
Organic ca Decay organisms	Dead organisms Root respiration	Greenhous	e effect	4	Fossil fuels		
	Fossils and fossil fuels		Longer wavelength Infrared radiation	5	Carbon sink		
Extracting metal	s		Atmosphere				
Heating with carbon		Electromagne radiation at m wavelengths passes throu Earth's atmos		6	Respiration		
Electrolysis			The Earth absorbs the radiation with short wavelengths and warms up	7	Combustion		
Recycling		Effect of hu	mans on carbon cycle	8	Photosynthesis		
Process of recycling	a metal	I Increasin global	g	9	Metal ore		
1		warming		Effe	ct of global war	ming Gre	enhouse gases
2						pres	sent in the osphere
3				2			
Advantages of recycling		2 Decreasi global warming	-	3		2	
Disadvantages of recycling				4		3	

	- Bec	skfoot	ıbject: (Che	mistry	Topic: Reactions				Year Group: 8		enjoy Jean succeed	
	Atoms in Chemica	al Reactions			Thermal De	composition				Comb	ustio	n	
I	Chemical	A change in wł	/hich	I	Definition	Reaction where the	1	Definition		The burning of fuel in ox	ygen.		
	Reactions	atoms are rearranged to				reactants are broken down using heat.	2	General Equation	on	Fuel + Oxygen → Carbo	n Dio	xide + Water.	
		new substance					3	Energy Transfer	•	Chemical energy is trans	ferred	to the surroundings as h	eat and light.
2	Word Equations	A and B react together to pr C. A and B are	roduce	2	General Equation	Metal carbonate → metal oxide + carbon		Energy	Level D	Diagrams		Bond E	nergies
		reactants and C the product: A \rightarrow C	C is	3	Test for Carbon	dioxide. Bubble the gas	I	Energy Level Diagrams	betwe	the values of energy en the reactants and cts in a reaction	1	Bond Breaking	Energy must be put in to break chemical bonds; its endothermic.
3	Mass is Conserved	The amount of atom stays the but they are			Dioxide	through limewater; carbon dioxide turns limewater cloudy.	2	0, 0	rgy Lev		2	Bond Making	Energy is released when bonds form; its exothermic.
		rearranged to a new product	L		En doth oursis 8 Ex	othermic Reactions		products.			3	Endothermic	The energy needed to
	Conservation	of Mass				chermic Reactions			ctants			Reactions	break the bonds is more than the energy released
1	Law of Mass Conservation	The total mass reactants will b equal to the to mass of the products.	be	I	Exothermic Reactions	Reactions that transfer energy to the surroundings, this increases the temperature of the surroundings.		energy	Ť	products	4	Exothermic Reactions	when making the bonds. The energy needed to break the bonds is less than the energy given
2	Balanced Symbol	Shows the	-	2	Examples of Exothermic	Combustion, freezing and condensing.	-	Endothermic En	0	of reaction			out when making the bonds.
	Equations	amounts o the individ	dual		Reactions			The energy is lowe				Key Voo	cabulary
		atoms in a reaction. • They show formulae c	w a) of	3	Endothermic Reactions	Reactions that transfer energy from the surroundings to the reactants, this			ſ	products	1	Fuel	A substance which stores energy in a chemical store.
		reactants a products b the atoms	b) how s are			decreases the temperature of the surroundings.		ea lead	etants	energy transfer	2	Decomposition	Breaking down.
		arranged o relative an	· ·	4	Examples of	Thermal					3	Thermal Energy	Heat.
		of reactan products.		•	Endothermic Reactions	decomposition, melting and boiling.		progr	ress of t	he reaction	4	Bond Energy	The amount of energy required to break a bond,

	آ	10_	Subject:	Che	mistry	Topic: Reactions				Year Group: 8		enjoy Jean succeed		
		kfoot			-	-	Combustion							
	Atoms in Chemica	al Reactio	ons		Thermal Dec	composition		1						
I	Chemical			ı	Definition		<u> </u>	Definition						
	Reactions						2	General Equatio	on					
							3	Energy Transfer						
2	Word Equations			2	General Equation			Energy	Level D	iagrams		Bond En	ergies	
							'	Energy Level Diagrams			I	Bond Breaking		
				3	Test for Carbon Dioxide			U						
3	Mass is Conserved				Dioxide		2	Exothermic Ene	rgy Lev	el Diagram:	2	Bond Making		
					Endothermic & Exo	thermic Reactions					3	Endothermic Reactions		
	Conservation	of Mass			ſ							Reactions		
	Law of Mass				Exothermic Reactions									
	Conservation										4	Exothermic Reactions		
2	Balanced Symbol			2	Examples of									
	Equations				Exothermic Reactions		3	Endothermic En	ergy Le	vel Diagram:		Key Voca	abulary	
				3	Endothermic Reactions						1	Fuel		
											2	Decomposition		
				4	Examples of						3	Thermal Energy		
					Examples of Endothermic Reactions						4	Bond Energy		



here

there

over there



Usin	<mark>g verbs – manger (to</mark>	eat)	Usin	g verbs – prendre (to ta	High frequency words			
1	je mang e	l eat	I	je prends	l take		I	ici
						2	2	là
2	tu mang es	you eat	2	tu prends	you take	3	3	là-bas
3	il/elle/on mang e	he/she eats, we eat	3	il/elle/on prends	he/she/we takes	4	4	voici
4	nous mang ons	we eat	4	nous prenons	we take	5	5	plus
	Nous manger		5		you (pl) take	e	6	moins
5	vous mang ez	you (pl) eat		vous prenez		7	7	il y a
6	ils/elles mang ent	they (m)/they (f) eat	6	ils/elles prennent	they (m)/they (f) take	8	8	pour

8

3	il/elle/on prends	he/she/we takes	4	voici	here is/here are	
4	nous prenons	we take	5	plus	more	
			6	moins	less	
5	vous prenez	you (pl) take	7	il y a	there is/there are	
6	ils/elles prennent	they (m)/they (f) take	8	pour	for	
Exar	mples					
I	J'habite dans une grande maison à la campagne.			I live in a big house in the country.		
2	Chez moi il y a six pieces.			At my house there are six rooms.		
3	ll y a la chambre de mes p cuisine et un joli jardin. C			s my parent's bedroom, m retty garden. It's great.	y bedroom, the kitchen	
4	Dans ma chambre il y a un lit, une armoire et une télé.			edroom there is a bed, a v	wardrobe and a TV.	
5	Je voudrais habiter dans un appartement sur la côte parce que ce serait amusant.			I would like to live in an apartment on the coast because it would be fun.		
6	Pour le petit déjeuner je r confiture ou un pain au ch	•	For bre	akfast I eat bread with jan	n or a pain au chocolat.	
7	Pour le dîner je prends ur	steak-frites parce que	For din	ner I have steak and chips	because it's my	

Usi	ng adjectives	
Ι	petit(e)	small
2	grand(e)	big
3	beau/belle	beautiful
4	joli(e)	pretty
5	vieux/vieille	old
6	nouveau/nouvelle	new
7	moderne	modern
8	confortable	comfortable
9	gros(se)	big/fat

Pour le dîner je prends un steak-frites parce que c'est ma nourriture préférée.	For dinner I have steak and chips because it's my favourite food.
ll faut acheter des bananes, des fraises et des œufs car c'est sain.	You must buy bananas, strawberries and eggs because it's healthy.





Using verbs – manger (to eat)		Using verbs – prendre (to take)			High frequency words			
1	je mang e		1	je prends		I	ici	
						2	là	
2	tu mang es		2	tu prends		3	là-bas	
3	il/elle/on mang e		3	il/elle/on prends		4	voici	
4	nous mang ons		4	nous prenons		5	plus	
5		_	5			6	moins	
5	vous mang ez		5	vous prenez		7	il y a	
6	ils/elles mang ent		6	ils/elles prennent		8	pour	

Usi	Jsing adjectives						
I	petit(e)						
2	grand(e)						
3	beau/belle						
4	joli(e)						
5	vieux/vieille						
6	nouveau/nouvelle						
7	moderne						
8	confortable						
9	gros(se)						

Exa	mples
I	J'habite dans une grande maison à la campagne.
2	Chez moi il y a six pièces.
3	ll y a la chambre de mes parents, ma chambre, la cuisine et un joli jardin. C'est génial!
4	Dans ma chambre il y a un lit, une armoir et une télé.
5	Je voudrais habiter dans un appartement sur la côte parce que ce serait amusant.
6	Pour le petit déjeuner je mange du pain avec de la confiture ou un pain au chocolat.
7	Pour le dîner je prends un steak-frites parce que c'est ma nourriture préférée.
8	ll faut acheter des bananes, des fraises et des œufs car c'est sain.



Using modal verbs

I

2

3

4

5

6

7

8



Usin	Using separable/reflexive verbs						
I	aufstehen Ich stehe auf	to get up I get up					
2	sich waschen ich wasche mich	to wash I wash					
3	sich duschen ich dusche mich	to shower I shower					
4	anziehen ich ziehe mich an	to get dressed I get dressed					
5	ausgehen Ich gehe aus	to go out I go out					
6	zurückkommen ich komme zurück	to come back I come back					

Givir	ng opinions		Hig	h frequency words	
I	ich mag	l like	Ι	zu	to
2	ich mag nicht	l don't like	2	vor	before/in front of
	-		3	lang	long
3	ich (esse) gern	l like (to eat)	4	laut	loud
4	ich (trinke) nicht gern	l don't like (to drink)	Т	laut	1000
		, , ,	5	lecker	tasty
5	ich (esse) sehr gern	I really like (to eat)	6	schön	nice/beautiful
6	ich (trinke) ziemlich	l quite like (to drink)	0	scholl	The Deautiful
	gern		7	das macht Spaß	that is fun
7	ich (esse) lieber	l prefer (to eat)	8	das hat Spaß gemacht	that was fun

Js	sing modal verbs			Examples					
	Man muss das Bett machen.	You must make the bed.	I In der Jugendherberge muss man immer das Bett A machen.		At the youth hostel you must always make the bed.				
	Man muss früh ins Bett gehen .	You must go to bed early.	2	Jeden Tag stehe ich auf und ich ziehe mich an.	Every day I get up and I get dressed.				
}	Man muss das Zimmer sauber halten .	You must keep the room clean.	3	Wie komme ich zum Bahnhof? Nimm die erste Straße links!	How do I get to the train station? Take the first street on the left!				
ŀ	Man muss vor acht Uhr aufstehen .	You must get up before 8 o'clock.	4	Ich gehe aus um Viertel vor acht.	l go out at quarter to 8.				
	Man muss abwashen .	You must wash up .	5	Man darf nicht rauchen. Ich finde das fair.	You are not allowed to smoke. I find that fair.				
•	Man darf nicht rauchen .	You are not allowed to smoke .	6	Es gibt ein Fest in meiner Stadt. Es gibt ein langer Umzug und eine laute Band.	There is a festival in my town. There is a long parade and a loud bad.				
,	Man darf nicht im Zimmer essen .	You are not allowed to eat in the room.	7	In der Jugendherberge frühstücke ich um sieben Uhr.	At the youth hostel I eat breakfast at 7 o' clock.				
;	Man darf keine laute Musik hören .	You are not allowed to listen to loud music.	8	Auf dem Fest sind die Kostüme sehr bunt!	At the festival the costumes are very colourful.				





Usin	ig separable/reflexive verbs		Givir	ng o		
1	aufstehen Ich stehe auf		I	icł		
2	sich waschen ich wasche mich		2	icł		
3	sich duschen ich dusche mich		3	ich ich		
4	anziehen ich ziehe mich an		5	ich		
5	ausgehen Ich gehe aus		6	ich gei		
6	zurückkommen ich komme zurück		7	ich		

iving opinions			High frequency words		
ich mag		I	zu		
ich mag nicht		2	vor		
		3	lang		
ich (esse) gern		4	laut		
ich (trinke) nicht gern		5	lecker		
ich (esse) sehr gern		6	schön		
ich (trinke) ziemlich		0	schon		
gern		7	das macht Spaß		
ich (esse) lieber		8	das hat Spaß gemacht		

U	sing modal verbs	Exa	Examples					
I	Man muss das Bett machen.	I	In der Jugendherberge muss man immer das Bett machen.					
2	Man muss früh ins Bett gehen .	2	Jeden Tag stehe ich auf und ich ziehe mich an.					
3	Man muss das Zimmer sauber halten .	3	Wie komme ich zum Bahnhof? Nimm die erste Straße links!					
4	Man muss vor acht Uhr aufstehen .	4	Ich gehe aus um Viertel vor acht.					
5	Man muss abwashen .	5	Man darf nicht rauchen. Ich finde das fair.					
6	Man darf nicht rauchen .	6	Es gibt ein Fest in meiner Stadt. Es gibt ein langer Umzug und eine laute Band.					
7	Man darf nicht im Zimmer essen .	7	In der Jugendherberge frühstücke ich um sieben Uhr.					
8	Man darf keine laute Musik hören .	8	Auf dem Fest sind die Kostüme sehr bunt!					

		្ភៈឪ២ Beckfoot	Subject: Ge	eogr	aphy	Торіс	:: Environmental issu	es	Year	r Group: 8	3	enjoy Jean succeed	t
A	Extreme wea	ther- beast from the east			C. Ocea	an ecosys	tems		PLASTIC VISCONTRIES BORDERING THE ALLANTIC, FACIFIC RIGHAL OCEANS AND MEDITERIAAREAN AND BLACK SEAS THEODOLICID 23 BALLION HITTING FOR OF SOLD WASTEIN 2010.				
1	Extreme weather	Extreme weather includes unusual, unpredictable, se unseasonal weather.			1 eco:	system	An Ecosystem is a natura plants, animals and the in which they live. They	natural environment				PP PLASTIC ENTERED THE OCEAN THAT SAME Y PEOPLE WITHIN THE COAST CREATE	
2	Beast from	10 people died Up to 50cms of snow fell of Rural (countryside) areas temperature lows of up to	experienced -12°C		2 Oce	an food	between the living (Biot (abiotic) environment.		2 BI METRI WASTE ALL AF	5 LLION C TONS OF SOLID IS PRODUCED ROUND THE WORLD		OOOM COASTAL ASTIC WASTE	AND EVERY YEAR,
	the east UK- 2018	schools were forced to clo Rail services were cancelle of flights were cancelled. shortage of food in some s Drifting snow led to the is	ed. and hundred There was a supermarkets,	S				makere small fish	WHAT W CAN DI	AND WITHIN THAT 275M METRIC TONS IS PLASTIC WASTE STIREAM WASTE STIREAM	MPROVE SOLID WASTE MANAGEMENT	HEALTHY CCEANS	METRIC TONS OF PLASTIC GOES INTO THE OCEAN
	the series			(magnified) (magnified)					Threats to the				
		y de la composition de la comp	Res				large shark	O Encyclopæda Bitarrica, Ire.	1	Over fishing	catch too water bo	o much fish from t odies) in such mas	uation where humans the oceans (and also ssive quantities and fast urally replenish. In other
В. (Causes of clim	ate change		D. Ocean adaptations						is when we take naturally replace.	out more fish than the		
	causes	<u>Volcanic eruptions</u> ; volcanoes gases that contribute to the g effect. Orbital changes ; the ea	reenhouse	1	Angler f	fis	ome examples of angler th adaptations would be	0 tig mouth			degradat	• •	s, making it a non-
		closer and further away from solar flares; flares from the su temperature to the earth	the sun.			re ph	colour, its ability to lease mate attracting neromones, and its owing bulb used for	tostis stoman Anglerish Dasa Attrophysio	2	Oil spills	environn the sea v	vhen oil is spilled	ubstance that forms on causes many marine
		Deforestation, burning fossil f increases the greenhouse effe				ca se	tching food. The deep a anglerfish has adapted the way of skin colour	P			whales, t		otters, and killer e. Many marine plants
		Sea level rise, loss of species, lice caps, extreme weather.	melting of			to fro to	protect itself om predators as well as disguise itself while ying to catch prey.		3	Plastic in the ocean		er sea life. And, as	edibly harmful to fish they take a long time

Beckfoot Subject: Geo	ography Topic: Environmental issues	Year Group: 8
A Extreme weather- beast from the east	C. Ocean ecosystems	
1 Extreme weather 2	1 ecosystem	2 BILLION PEOPLE WITHIN 30 MILES OF THE COAST CREATE
Beast from the east UK- 2018	2 Ocean food chain	FIRICENS OF SOLID METRICENS OF SOLID ALL ROUND THE WORLD ALL ROUND THE WORLD<
	offic-cedel he annumer creatures (magnited)	E. Threats to the ocean 1 Over fishing
B. Causes of climate change	D. Ocean adaptations esa luminescent care)	
1 Natural causes		
2 Human	Anglerfish (Saar Actropring)	2 Oil spills
causes		
3 Conseque nces of climate change		3 Plastic in the ocean

	ୁ-ପିଥି Beckfoot	Subject: Geography	Topic: Envir	onmental issi	ues	Year Group: 8	enjoy leain succe
1) weather		e atmosphere, or air, in any give	en	10) Food web	How food chains are cor	nnected together	
2) Climate		ements of temperature, wind, I rain in a place over the course	e of	11)pollution	The introduction of a ha	irmful substance in an enviror	nment
3) Climate change	_	age conditions in a region e.g. rainfall across a year	an	12) Ocean acidification	Change in PH of the oce harmful to the species li	an over a period of time, this iving in the oceans	is
4) Solar flare		amount of energy is released t his in turn increases temperatu		13) Coral bleaching		emperature coral expels the a the coral to eventually die.	lgae and
5) Orbit	The way a planet mo	oves around the sun.					
6) Mitigation	To prevent somethin impacts.	ng from happening or to reduce	e the				
7) Adaptation	To change in order t	o have a higher rate of survival	I.				
8) ecosystem	The environment ma living (abiotic) parts	ade up of the living (biotic) and	d non				
9)Food chain	A series of organism for a source of food	s that are dependent on each o	other				

	ب_قالة Beckfoot	Subject: Geography	Topic: En	vironmental issues	Year Group: 8	enjoy learn succeed
1) weather	Beckioot			10) Food web		
2) Climate				11)pollution		
3) Climate change				12) Ocean acidification		
4) Solar flare				13) Coral bleaching		
5) Orbit						
6) Mitigation						
7) Adaptation						
8) ecosystem						
9)Food chain						



for first time

Subject: History Topic: Why was WWI called the 'war to end all wars'? Year Group: 8



Bec	kfoot										5000								
		the causes of WV	V1?			4. F	low was WV	/I foue	tht?	Key Words	Definitions								
1	Long- term		Militarism – countries were building up their armies and wanted to have the largest and strongest forces.			- countries were building up their armies and		•		What was trench	What was 1. As each side was unable to make any ground in battles, the		Alliance	When countries join forces or work together to achieve a certain goal
		2. Alliances – Triple Allia	Europe was split nce (Germany, Au	into two main groups: the ustro-Hungary & Italy) and the		into two main groups: the Istro-Hungary & Italy) and the		t into two main groups: the Austro-Hungary & Italy) and the		lit into two main groups: the Austro-Hungary & Italy) and the		into two main groups: the Istro-Hungary & Italy) and the			warfare like?	2.	Enemy trenches would be attacked by 'going over the top' and crossing No Man's Land in an attempt to take over the enemy trench and gain ground.	Assassinatio n	An organised murder usually carried out for money or for political reasons.
		3. Imperialism	nte (Britain, Franc n – there was con iggest empire.		n countries to			3.	Soldiers had to live in the trenches as well as fight. The conditions were terrible as they were often wet, full of mud and rats and caused diseases like trench foot.	Conscientiou s Objector	A person who refuses to serve in the armed forces for moral or religious reasons								
			m – countries wan It also led to some	• •		2	What was	1.	An allied attack on German forces near the Somme river.	Conscription	The requirement by law to join the armed forces								
		wanting in empire.	dependence from	the Austro-Hun	garian		the Battle of the Somme?	2.	1 st July 1916 – the first day of the battle saw 70,000 casualties. The highest number in British military history.	Front Line	The area where the armies are engaged in fighting								
2	Short -term		Franz Ferdinand w	vas the heir to th	e throne of			3.	The battle lasted until November and new tactics such as the use of tanks and the 'Creeping Barrage' were developed.	Imperialism	Competition between countries to have the strongest empire								
		2. He was ass group calle	assinated in June d the Black Hand	Gang.		3	How did the Empire	1.	As well as its traditional allies many Commonwealth countries such as India, Canada, Australia and New Zealand sent troops.	Militarism	Competition between countries over the size and strength of armed forces.								
		Serbia and	triggering the alli	aving the alliance system, which meant		support Vhat was the	Hom		Nationalism	A political aim to make the nation stronger and more independent									
			 They used propaganda to encourage men to join and fight for their country The government allowed Pals' Battalions to form, 		1	DORA		The Defence of the Realm Act gave the government power to do what ever it thought was necessary to win the war They could take over factories and houses, they could	No-man's land	The area of land between two enemy trench systems									
1	How wer people encourag to join?	fight ged 2. The			for their country		ved Pals' Battalions to form,			3.	control what was published and said in newspapers Letters from the Front Line were censored so that people stayed positive about the war	Propaganda	Information (which may be misleading) used to promote a point of view.						
2	How was	thei	community. he end of 1915 it was clear that the army was not ng enough men n 1916 the Military Service Act was passed. This		eir community.		2	Attacks on Britain	1.	 The Germans flew zeppelins and bomber planes over the eastern parts of Britain Over 5000 bombs were dropped on Britain by the end of 	Trench	A deep, defended ditch dug for protection at the Front in WWI.							
۷	conscript	ion gett ed? 2. In Ja			g enough men		h men e Military Service Act was passed. This		y Service Act was passed. This			the 3. Ger	the war German battleships fired bombs at seaside towns like Scarborough and Whitby	Trench foot	a medical condition caused by prolonged exposure of the feet to damp, unsanitary, and cold conditions.				
		the	army	-	-	3	The role of	1.	As the men were away fighting on the Front Line, women	Armistice	A formal agreement to end fighting								
			e were some exceptions like the medically unfit, gymen, teachers and certain types of factory ker.			women	2.	started to do men's jobs Thousands of women worked in shipyards, weapons factories and in the police	Home Front	The civilian population and activities of a country that is at war									
3	What wa conscien us object	tio relig	religious, moral or political reasons.		-				In 1915 the Women's Land Army was created to encourage women to work on farms	Rationing	Officially limiting the amount of items such as food allowed to each person during wartime								
		bjector? 2. There were around 16,000 conscientious objectors in Britain			5. F			1918, Germany was close to running out of resources and its diers began mutinies.	Reparation s	Money paid by a country that has lost a war for the damage and injuries it has caused									
	1914	1915	1916	1917	1918		Armisti ce 2 3	. Kai 19:	ser Wilhelm, Germany's ruler, stepped down on 9th November	Remembra nce	The action of remembering something – this is marked on November 11 th								
kille Wa	dinand ed r begins	hand Land Army introduced Passchendael abdicates created Battle of the e Armistice regins Somme signed		2	The 1 Treaty	Arr The to	nistice. e leaders of the USA, Great Britain and France met in Versailles decide what should happen next. Germany, Austria and	Treaty	A written agreement between two or more countries										
Tre	Trenches dug Tanks used War ends		of	Hu	ngary were not invited.														

The agreement was called the Treaty of Versailles.

Germany were humiliated by the Treaty.

Versaill

es

2.

3.



Subject: History Topic: Why was WWI called the 'war to end all wars'?



Year Group: 8

вес	eckfoot									
1. V	/hat were th	e causes of WW	/1?			4. How was WWI fought?			Key Words	Definitions
1	Long-					4. F	What was		Alliance	
T	term						trench warfare like?		Assassinatio n	
						2	What was the Battle of		Conscientiou s Objector	
2	Short -term						the Somme?		Conscription	
									Front Line	
						3	How did the Empire support		Imperialism	
					Britain?		Militarism			
2. H	low were s	oldiers recruit	ed?			4. V	What was the	Home Front like?	Nationalism	
1	How were people	Sharers recruit				1	DORA		No-man's land	
	encouraged to join?					2	Attacks on		Propaganda	
2	How was conscription						Britain		Trench	
	introduced?								Trench foot	
						3	The role of women		Armistice	
3	What was a								Home Front	
5	conscientiou s objector?					5. H	How did WW:	L end?	Rationing	
	1011		1015	1015	1010	1	The Armisti ce		Reparation s	
	1914	1915	1916	1917	1918					
Fei kill	nz rdinand ed ar begins	Women's Land Army created	Conscription introduced Battle of the Somme	Battle of Passchendael e	Kaiser abdicates Armistice signed	2 The Treaty		Remembra nce		
	inches dug		Tanks used for first time		War ends		of Versaill es		Treaty	



Subject: RE

Topic: Hinduism

Year Group: 8

Koy Word Dofinitio



Hindu	Beliefs
1 maa	Deneis

IWhy is it monotheist?Brahman is the one, ultimate God2Why is it polytheist?Brahman can appear as many deities3What is the Trimurti?Brahma (creator), Vishnu (sustainer) Shiva (destroyer)4Who is Shiva?Shiva shows the importance f endings and change in life5What is the Ramayana?Epic Indian poem about Rama and Sita in exile6Who is Rama?Avatar of Vishnu who is a prince and fulfils his dharma7What is the moral?Good defeats evil and everyone must follow dharma.			
polytheist?deities3What is the Trimurti?Brahma (creator), Vishnu (sustainer) Shiva (destroyer)4Who is Shiva?Shiva shows the importance f endings and change in life5What is the Ramayana?Epic Indian poem about Rama and Sita in exile6Who is Rama?Avatar of Vishnu who is a prince and fulfils his dharma7What is the Good defeats evil and everyone	I	•	,
 Trimurti? (sustainer) Shiva (destroyer) Who is Shiva shows the importance f endings and change in life What is the Ramayana? Kubara Shiva Shiva shows the importance f endings and change in life What is the Ramayana? Avatar of Vishnu who is a prince and fulfils his dharma What is the Good defeats evil and everyone 	2		
Shiva?endings and change in life5What is the Ramayana?Epic Indian poem about Rama and Sita in exile6Who is Rama?Avatar of Vishnu who is a prince and fulfils his dharma7What is theGood defeats evil and everyone	3		· · · · ·
 Ramayana? and Sita in exile Who is Rama? Avatar of Vishnu who is a prince and fulfils his dharma What is the Good defeats evil and everyone 	4		•
Rama?and fulfils his dharma7What is theGood defeats evil and everyone	5		
	6		•
	7		· · · · · · · · · · · · · · · · · · ·

Hindu Worship

I	What is puja?	Hindu worship; involving candles, fruit and murti (image)
2	What is a mandir?	A Hindu temple where they perform puja
3	Which deity?	Each Hindu family will have a favourite deity to worship
4	What is in a shrine?	An image of a deity, diva candles, and offerings

Li	fe and Death	
I	What do Hindus believe?	The soul is repeatedly reborn in new bodies
2	What is karma? (see below)	Good or bad energy that affects rebirth
3	What is moksha?	The soul escapes rebirth to enter peace
4	Why cremation?	Bodies are burnt to let the soul escape
5	Why are ashes put in a river?	Rivers flow like life and death.
	birth	BHRAMIN

Peace and

I	What is the caste system?	Indian social order of status (see above)
2	Who was Gandhi?	A peaceful protestor who showed ahimsa
3	What is the warrior caste?	Those with a duty to protect others
4	Why are Hindus peaceful?	Brahman created all life to be sacred

elow)	that affects rebirth				
is moksha?	The soul escapes rebirth to enter peace				
remation?	Bodies are burnt to let the soul escape				
re ashes a river?	Rivers flow like life and death.				
child na child adult	BRAMM BRAMM BANK				
d Conflict					
is the caste ?	Indian social order of status (see above)				
was Gandhi?	A peaceful protestor who showed ahimsa				

Key Word	Definitions
Ahmisa	Non violence
Bhagavad Gita	Hindu holy book
Brahma	The creator God
Brahman	The one God
Caste	Social groupings in India
Cremation	Burning a dead body
Deity	god or goddess
Dharma/ dhamma	Duty or responsibility
Karma	Energy that affects rebirth
Mandir	Hindu temple
Moksha	Blissful freedom from the cycle of rebirth
Monotheis m	Belief in one God
Pacifist	Practice non-violence
Pilgrimage	Religious journey
Polytheism	Belief in many gods
Puja	Hindu worship
Shiva	Destroyer god
Shrine	A sacred site dedicated to a god or goddess
Vishnu	Sustainer god



Hinduism is the oldest of the 'Sacred Six' religions and originates from India. There are approximately 1.1 billion Hindus in the world.



Subject: RE

Retrieval Quiz: Hinduism

Year Group: 8

Vishnu

Definitions



Hi	Hindu Beliefs								
I	Why is it monotheist?								
2	Why is it polytheist?								
3	What is the Trimurti?								
4	Who is Shiva?								
5	What is the Ramayana?								
6	Who is Rama?								
7	What is the moral?								

Hindu Worship

- I What is puja?
- 2 What is a mandir?
- 3 Which deity?
- 4 What is in a shrine?

Ре
I
2
3
4

Lif	fe and Death		Key Word
I	What do Hindus believe?		Ahmisa
2	What is karma? (see below)		Bhagavad Gita Brahma
3	What is moksha?		Brahman
4	Why cremation?		Caste
5	Why are ashes		Cremation
	put in a river?		Deity
D	eath Karma child	HertAnna KSHATTRYIA KSHATTRYIA KSHATTRYIA WASHAT Harania, tareious SURPA Demotores, Peissets, Servaris UNDUCHABLES MUTOUCHABLES MUTOUCHABLES	Dharma/ dhamma Karma Mandir
Ρε	ace and Conflict		Moksha
I	What is the caste system?		Monotheis m
2	Who was Gandhi?		Pacifist Pilgrimage
3	What is the warrior caste?		Polytheism
4	Why are Hindus		Puja
т	peaceful?		Shiva
			Shrine



Hinduism is the oldest of the 'Sacred Six' religions and originates from India. There are approximately 1.1 billion Hindus in the world.



Design & Technology; Resistant Materials

Topic: Container Project

Year Group: 8



1. [Process; Tool	s & Equipment	2. Wood Joints				3. Process; CADCAM				
1	Coping Saw	Hand held tool used to cut intricate shapes in woodworking	1	Comb Joint	Consists of a series of alternate notches and square pins of the same width which are subsequently glued.	1	Laser Cutter	Works by directing the output of a high-power laser through lenses onto a material. Typically woods or plastics			
2		Used to cut straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.	2	Dovetail Joint	Consists of TAILS & PINS which when connected can only be removed in one direction.	2	Computer- aided Design (CAI	The use of computers to aid in the creation or modification of a design idea. 2D Design / SketchUp.			
3	Hegner Saw	A piece of machinery used to cut intricate curves and joints	3	Butt Joint	Coming together of two edges or faces which are glued together.	3	Computer Aided Manufacturi				
4	Try Square	Used to check and mark right angles in constructional work	4	Dowel Joint	Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.		(CAM) manufacturing process. Laser cutter, CNC Lathe, A3 Route				
5	File	Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or	5	Screw Joint	A type of joint that is fastened by means of a threaded metal rod and a screwdriver.	Ha deo	n dwoods are us ciduous or broa	Hardwoods ually have broad leaves, come from id-leafed trees and take many years to before they can be used (100 Yrs)			
	~	shaping objects.		Materials; Sof		1	Teak	Exterior furniture			
6	Steel Rule	Manufactured from stainless steel and features metric or imperial (or both)	co	A collective term for the wood which is produced by coniferous trees, almost all of which are evergreen and cone-bearing trees can take up to 20 years before these			Oak	Interior furniture / Beams in old cottages			
		scales along its length. One end is usually flat whilst the other	1	trees can be used. 1 Pine Furniture		3	Mahogany	Furniture & musical instruments			
	Bandfacer 🚌	end is usually round. A vertical bandfacer used for	2	Spruce	Roofing	4	Maple	High end furniture and flooring in bowling alleys and for bowling pins			
7		sanding, finishing & linishing tasks. (making surfaces flat).	3	Cedar	Cladding		P h	Kitchen items & musical			
			4	Fir	Furniture & flooring	5	Beech	instruments.			
Sand down all wood Apply Danish Oil / Teak Oil first followed by way to D A standard component is usually an individual part or component											

Sand down all wood
 (P80,P120,P240,P320,P400)

■ Apply Danish Oil / Teak Oil first followed by wax to seal the wood. Enhance its appearance & protect it.

■ A standard component is usually an individual part or component, manufactured in thousands or millions, to the same specification (such as size, weight, material etc...). Screws, Hinges and Latches are examples of these.



Sand down all wood
 (P80,P120,P240,P320,P400)

Apply Danish Oil / Teak Oil first followed by wax to seal the wood. Enhance its appearance & protect it. ■ A standard component is usually an individual part or component, manufactured in thousands or millions, to the same specification (such as size, weight, material etc...). Screws, Hinges and Latches are examples of these.





3. Pr	ocess: Sewing machine sewing	5. Process: Weaving			7. Process: Heat press					
Step 1	Thread up the sewing machine with the thread you wish to sew with.	Step 1	Mark out your cutting lines using a ruler and a pencil, leave a 2cm border around the edge of			Place your sublimation printed image under the heat press.				
Step 2	Bring up the bobbin thread (fishing) Select your stitch.		your work. Cut along the lines using a craft knife and a		tep Place pie 2 printed	ece of synthetic material over the image.				
Step 3	Place your material under the pressor foot and lower your needle into the fabric.	Step 2				vn the heat press and make sure that in fully closed. Leave closed for 1min.				
Step 4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.	StepCut your other piece of paper into 1cm pieces3using a guillotine.			8. Materials:					
	Do three stitches forward and three back to lock your thread (tie a knot) then complete your line of stitching repeating the three stitches forward and three back at the end.	Step 4	Weave the 1cm cut piece into the other piece of paper that you have cut with a craft knife		Cotton	A natural fibre that comes from the cotton plant				
Step 5			Use an over under technique →	2	Synthetic fibre	A manmade fibre that comes from oil				
4. Pi	ocess: Free machine embroidery			3	Wadding	A manmade material that is used to fill/thicken materials				
Step	Complete steps 1–5 of sewing machine set up.	Step 5	Seal the ends using masking tape to stop the paper coming out.			· · · · · · · · · · · · · · · · · · ·				
1				Key Vocabulary						
Step 2	Place your material into an embroidery hoop and make sure it is tight.	6. Pr	ocess: Quilting		Warp and	The direction of a weave. The warp goes up and the weft goes				
Step 3	Replace the 'normal' foot on the sewing machine with an embroidery hoop.	Step 1	Complete steps 1–5 of sewing machine set up.	1	Weft	left.				
Step 4	Lower the dogs teeth/feed dogs on the machine.	Step 2	Place a piece of wadding between two pieces of material.	2	Sublimation printer	The ink from the sublimation printer reacts with heat and can be				
Step 5	Place the material and the hoop under the sewing machine foot and lower the needle and foot. Sew and move the embroidery hoop at the same time.	Step 3	Sew over the material using either a normal foot or an embroidery foot (you will need to follow steps 1-5 of free machine embroidery if you choose to use an embroidery foot)	3	Feed dogs/dogs teeth	transferred on to material The teeth in the base plate of the sewing machine that move to pull the material through the machine.				

□ Thread up a sewing machine independently. □ Know

Know how to hold a craft knife correctly in order to use it safely. $\hfill\square$ Understand how the feed dogs/dogs teeth work.

ୁଇ Beckfoot	Design & Technology; Textil	es	Topic: Self Art		Year Group: 8	enjoy learn succeed
3. Process:	Sewing machine sewing	5. Proc	cess: Weaving	7.	Process: Heat press	
Step 1		Step 1			ep 1	
Step 2					cep 2	
Step 3		Step 2			тер 3	
Step 4		Step 3		8	. Materials:	
			маяр	1	Cotton	
Step 5		Step 4		2	Synthetic fibre	
4. Process:	Free machine embroidery			3	Wadding	
Step 1		Step 5			ey Vocabulary	
Step					ey vocadulary	
2		6. Proc	cess: Quilting		Warp and	
Step 3		Step 1		1	Weft	
Step 4		Step 2		2	Sublimation printer	
Step 5		Step 3		3	Feed dogs/dogs teeth	

Thread up a sewing machine independently.		Understand how the feed dogs/dogs teeth work.
	use it safely.	





1. Tools & equipment			1. Too	ols & equipme	ent	2. Sewing Machine Components:				
1	Pins	Used to hold pieces of material together before sewing.	8	Sewing Machine	An electronic machine that sews materials together.	1	Bobbin	The small circular thread holder that goes in the bottom of the sewing machine to stop your		
	Needles	Used to sew material together by hand.						stitches coming undone.		
2	6	In this project for tacking your material before using the sewing machine.	9	Craft knife	A very sharp knife used to cut materials accurately.	2	Bobbin Case	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.		
3	Embroidery foot	A foot used on the sewing machine to help create machine embroidery	10	Steel Ruler	Has a raised edge an dis used when you are using a craft knife.	3	Bobbin Winder	Located on the top of the sewing machine and used to wind up the bobbin. Will stop		
	Material 👝	Scissors that are designed to cut		Cutting mat	A mat placed under the material you are cutting to		REFINISA	the sewing machine sewing.		
4	Scissors	fabric only. Cutting paper with blunt the blades.	11		help you have grip as well as stopping you cutting the table	4	Foot Peddle	Operates the sewing machine, must be out on the floor.		
5	Embroidery Thread	A thicker thread than normal machine thread that has a shiny finish. It is used to do hand stitching and create images and patterns rather than joining	12	Heat press	Used to transfer images from sublimation paper to fabric, the process is done through heat and pressure	5	Stitch Selector Buttons	Changes the style of the stitches.		
	Thread	materials Thread is used to sew material	13	Sublimation printer	The ink from the sublimation printer reacts with heat and can be	6	Dogs teeth/feed dogs	The tracks under the base plate of the sewing machine that pull your material through		
6	together. It comes in lots of colours and can be used on the sewing machine or with a needle by hand.				transferred on to material	7	Sewing machine feet (zipper foot)	A foot that is attached to the sewing machine to create free machine embroidery		
7	Embroidery hoop	A hoop that is used to hold material taught whilst you sew either by hand or on the sewing				8	Sewing machine needle plate	Helps you line up your material correctly and produce a nice even straight stitch.		
	\bigcirc	machine.								

Thread up a sewing machine independently.
 Know how/when to change the sewing machine feet.
 Be able to put the bobbin into the sewing machine correctly.

,	ל פֿר kfoot	Design & Technology; Texti	les	Topic: Self Art		Year Group: 8	enjoy learn succeed
1. 1	Fools & equ	ipment	1. Too	ols & equipment	2.	Sewing Machine Compone	ents:
1	Pins Reedles		8	Sewing Machine	1	Bobbin	
2	6		9	Craft knife	2	Bobbin Case	
3	Embroidery foot		10	Steel Ruler	3	Bobbin Winder	
4	Material Scissors		11	Cutting mat	4	Foot Peddle	
5	Embroidery Thread		12	Heat press	5	Stitch Selector Buttons	
	Thread		13	Sublimation	6	Dogs teeth/feed dogs	
6					7	Sewing machine feet (zipper foot)	
7	Embroidery hoop				8	Sewing machine needle plate	

Thread up a sewing machine independently.
 Know how/when to change the sewing machine feet.
 Be able to put the bobbin into the sewing machine correctly.

,_dD Beckfe	1 Des	ign & Technology; Food	4	7	Fopic: Multicultural festival food		Year Group:	8	enjoy learn succeed	
1. Cu	linary termin	ology	2.	Nutrition		3	3. Food safety systems			
1	Al dente	How pasta should be cooked – texture should be soft with bite.	1	Eat Well Guide	Government guideline for healthy eating.	1	Food hygiene	cleaning, d	s contamination, cooking, chilling	
2	Herbs + Spices	Herbs are generally green and spices are generally	2	Salt	Needed for nerve function. Too much can cause high blood pressure and too little can cause cramps and nausea	2	Cross contamination	When bac	ood poisoning. teria is transferred thing to another	
		orange/brown. They are used to flavour and season food		Traffic light	A grading system used on food packaging to inform you how healthy it is. Red =	1		Freezer -	5	
3	Tender	Cooking food so it is easy to cut and chew (not tough).	3	symbol	unhealthy. Orange = eat in moderation. Green = healthy	3	Key	5'c Danger zo	one 3-63'c	
4	Marinating	To flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .	4	Excess/ deficiency	Excess is when too much and efficiency is when not enough is consumed.		temperatures	Temperature food needs to reach during cooking 75'c All bacteria killed at 121'c		
	Roux/all in	Methods of making a white	5	Function	Job the nutrient fulfils within the body	4		Used to take the internal		
5	one Gelatinisation	squce. The process of thickening a liquid using starch.	6	NSP	Also known as fibre needed for healthy digestion. Can cause constipation if deficient		Temperature probe	temp of food. Clean before/ after use. Insert in to the centre. Record temp after it has stabilised for 2mins.		
	Batter	Muffin batter is different to	K	ey Vocabul	arv	5		Low risks foods: often either high in salt. Sugar, acid and low in moisture. High risk foods provide the		
7		cake batter as it should not be over mixed as it causes a tough texture	1	Multicultural	When people of different cultures come together to celebrate and share their different traditions		High/low risk			
8	Sealing	Cooking meat at a high temperature to prevent it drying out when cooking	2	Organoleptic testing	Using your senses to assess food.		foods		vironment for 9 grow (moist, high , warm)	
9	Kneading	Massage/work/squeeze dough. In bread it is to	3	Ambient	Food stored at room temperature e.g. cereal	6			tant to store food prevent it spoiling	
10	Proving	stretch gluten strands Leaving bread to rest to allow	4	Dormant	When food is frozen bacteria is not killed it is simply dormant (asleep)		Safe storage	and food growing. I	poisoning bacteria Make sure food is	
11	Simmer	the yeast to ferment. Temperature just below boiling point	5	SMEE issues	Social, moral, ethical and environmental issues. Including; red tractor, vegetarianism, GM foods.			cooled do	perly and fully wn before putting ridge or freezer.	
	Research addition	al SMEE issues; Veganism, sustain	abilit	y DL	ook how food trends have spread and adapted	d acro	oss the world.			

Research additional SMEE issues; Veganism, sustainability

Look how food trends have spread and adapted across the world.

,_dD Beckfe		Desi	gn & Technology; Food	4		Topic: Multicultural festival food		Year Group: 8
	1. Culinary terminology			2.	2. Nutrition		3.	Food safety systems
1	Al dente			1	Eat Well Guide		1	Food hygiene
2	Herbs + Spi	ces		2	Salt		2	Cross
2					Traffic			contamination
3	Tender			3	light symbol		3	Key temperatures
4	Marinating			4	Excess/ deficiency			
5	Roux/all in	,		5	Function		4	
6	one Gelatinisati	ion		6	NSP			Temperature probe
	Batter			Ke	ey Vocabi	ulary	5	
7				1	Multicultur	al		High/low risk
8	Sealing			2	Organolept testing	ic		foods
9	Kneading			3	Ambient		6	
10	Proving			4	Dormant			Safe storage
11	Simmer			5	SMEE issues	5		
	Research additional SMEE issues: Veganism, sustainability Look how food trends have spread and adapted across the world.							

Research additional SMEE issues; Veganism, sustainability

□ Look how food trends have spread and adapted across the world.



Year 8 HT5

	Knowledge Group 1: Mask Designs			
1	Mask	A covering for all or part of the face, worn as a disguise, or to amuse or frighten others.		
2	Positive space	Refers to the subject or areas of interest in an artwork, such as a person's face or figure in a portrait.		
3	Negative space	Negative space is the space around and between the subject of an image.		

	Knowledge Group 3: Artists/Periods			
1	Kimmy Cantrell	Self-taught ceramicist from Atlanta who uses asymmetry to challenge definitions of beauty. His work is inspired by Picasso.		
2	Pablo Picasso's African Period	Picasso's African Period, which lasted from 1906 to 1909, was the period when Pablo Picasso painted in a style which was strongly influenced by African sculpture, particularly traditional African masks.		

	Knowledge Group 2: Relief Sculpture		
1	Relief Sculpture	Sculpture in which images are slightly raised off a flat background (like a piece of cardboard).	
2	Cardboard construction	The action of building a sculptural form by assembling pieces of cardboard.	
3	Quirky (base)	Having or characterised by peculiar or unexpected traits or aspects.	
4	Chalk Pastel	An art medium in a variety of forms including a stick which consists of powdered pigment and a binder.	



Year 8 HT5

	Knowledge Group 1: Mask Designs			
1	Mask			
2	Positive space			
3	Negative space			

	Knowledge Group 2: Relief Sculpture			
1	Relief Sculpture			
2	Cardboard construction			
3	Quirky (base)			
4	Chalk Pastel			

	Knowledge Group 3: Artists/Periods			
1	Kimmy Cantrell			
2	Pablo Picasso's African Period			


Music

Topic: Latin America

Year Group: 8 – Half term 5



1.1	Latin America	n styles	2. 9	Samba instrume	nts.		
1	Latin America	Countries of central and southern America influenced	1	Bandoneon	An accordion used in tango		
	Tango	by the slave trade.	2	Violin	A string instrument used in many styles, especially in tango.		
2		music from Argentina. Developed in the poorer suburbs of	3	Piano	An instrument used in lots of styles, particularly the tango.		
	Samba	Buenos Aires. A style of dance and	4	Agogo	A double headed cowbell.		
3		music from Brazil. Features percussion heavily. Translates as to pray, call up spirits or to cry and complain.	5	Apito	A whistle, played by the leader to tell people when to change sections.		
			6	Reco-reco	A scraper that plays with the shaker.		
4	Mambo	A style of dance and music from Cuba.	7	Repenique	A double headed drum often used to play the solo call.		
5	Rumba	A style of dance and music from Cuba.					
6	Bolero	A style of dance and music from Cuba.	8	Surdo	The bass drums that keep the samba in time.		
7	Merengue	A style of dance and music from the	9	Tambourim	A small headed drum that plays complicated rhythms.		
8	Salsa	Dominican Republic. A style of dance and music from Puerto	1 0	Triangle	A metal triangle played by a metal rod, often used in smaller groups.		
Rico				Berimbao	A bowed instrument used in Samba.		

3.Key	3.Key Vocab - Musical elements								
1	Melody	The main tune, played on instruments or sung.							
2	Chords	Two or more notes played at once.							
3	Triad	A chord with 3 notes in.							
4	Bass line	The lowest part in music, provides the harmonic structure of the music.							
5	Dotted rhythms	Making some notes half as long by adding dots after the notes. This is really important in the bass line of the tango.							
6	Chord sequence	A pattern of chords used in music.							
7	Syncopati on	A rhythmic effect where the music lands on the off beat.							
8	Staccato	Short detached notes.							
9	Dynamics	The volume of the music							
10	Texture	How the instruments are combined, for example monophonic, homophonic, melody and accompaniment.							
11	Polyrhyth ms	A group of musicians playing lots of different rhythms at the same time.							
12	Тетро	The speed of the music.							
13	Call and response	A leader plays a short solo call and the rest of the musicians reply with a set rhythm.							
14	Solo	One person plays on their own.							
15	Flats (b)	Signs used to make a note a semitone lower.							
16	Sharps (#)	Signs used to make a note a semitone higher.							

Listen to music by groups like: The Buena Vista Social Club, Astor Piazolla, Diego Zangado and Familia Valera Miranda



Music

Topic: Latin America



L. Latin American styles	2. Samba instruments.	3.Key Vocab - Musical elements
Latin America	1 Bandoneon	1 Melody
		2 Chords
Tango	2 Violin	3 Triad
		4 Bass line
	3 Piano	5 Dotted rhythms
Samba	4 Agogo	6 Chord sequence
	5 Apito	7 Syncopati on
	6	8 Staccato
	Reco-reco	9 Dynamics
Mambo	7 Repenique	10 Texture
Rumba		Polyrhyth
	8 Surdo	
Bolero		12 Tempo
Merengue	9 Tambourim	13 Call and response
	1	
Salsa	0 Triangle	15 Flats (b)
		16 Sharps (#)

Listen to music by groups like: The Buena Vista Social Club, Astor Piazolla, Diego Zangado and Familia Valera Miranda

Be	_db eckfoot	Subject: Drama	Т	opio	: Styles of Da	ance	Y٤	3	enjoy learn succeed	
Da	ance Styles		DAN	ICE I	PERFORMANCE	E SKILLS - DREAMS	Key Vocabulary			
1	Jazz (Influenced all three dances)	Originated as a social dance in the 20th century when African American dancers began a fusion of African and European steps. By the 1930s, it became popular.	I. D DYNAMICS		DYNAMICS	How the movement is performed e.g. sharp, soft, heavy and having a variation to suit the dance.	1	Choreo graphy Choreo	The sequence of steps and movements in a dance routine The person / people who plan, create and	
		Dancers and choreographers such as Jack Cole and Bob Fosse influenced this style greatly in the 1930s.	2.	R	RHYTHM AND TIMING	Picking out beats in music / Performing movements at the correct time as beat		graphe r	teach the sequence of movements.	
2	Hip-Hop (Influenced 'Thriller')	Originated from the Bronx in New York in the 1970s. It reflected the It includes popular moves such as breaking, b-bobbing and "popping and locking".				suggests or as other dancers are moving. "Being in time"	3	Actions	The individual movements in a dance. The 5 key dance actions are Jump, Turn, Travel, Gesture,	
3	1960s Dance (Influenced 'You Can't Stop the	There was a period of civil unrest in the 60s, therefore young people sought comfort in dance. This was a decade of dance crazes such as The Twist, The Mash Potato, The Madison, The Hully Gully, The Pony and	3.	E	EXECUTION AND COMMITMEN T	Making sure you finish off all your movements fully and fully immerse yourself into the mood and your character when performing.		Choreographic Devices : Ways in which a choreographer makes the movement created look nteresting		
	Beat' Musical	The Hitch Hike.	4.					Levels	Using different areas of space (high, middle, low)	
4	Theatre (Influenced 'You Can't	eatre styles including jazz, tap and ballet. The style is usually fluenced exaggerated and combined with singing. The dance is		Α	AWARENESS OF SPACE	Having an awareness (knowing) of where other dancers are in relation to you , maintain formation and knowing the	2	Directi ons	Facing and travelling different wats when performing movements.	
5	Stop the Beat') Contempora	used to help tell the story in the musical. An expressive dance which uses very fluid movements				correct pathways to transition from one formation to another. Having An awareness (knowing) of set and props on stage. Important to prevent collisions.		Format ions	Where the dancer stand on stage in relation to others on stage – Creates a pattern	
	ry (Influenced 'Horizon').	that grew from ballet . It is often used to tell an emotional story. Martha Graham (1920s) and Merce Cunningham (1930s-40s) influenced contemporary dance greatly.	5.	М	MOVEMENT MEMORY	Being able to remember the movements choreographed without thinking or stalling.	4	Canon	Group of dancers performing a movement one after the other, similar to Mexican wave	
6	Ballet (Influenced 'Horizon')	The history of ballet begins around 1500 in Italy. Terms like "ballet" and "ball" stem from the Italian word	6.	S	STAMINA	Ability to keep going with high energy throughout rehearsal / performance without sowing fatigue.	5	Unison	Group of dancers performing movement at exactly the same time	
	^{*Horizon}) "ballare," which means "to dance." It is a very formal style of dance which involves graceful movement. Ballet became a serious dramatic art form oin the 18 th Century (much like opera). The work of Jean-Georges Noverre,		Thrill https	Contextual Links: Thriller dance (Michael Jackson): https://www.youtube.com/watch?v=4\/90AmXnguw			6	Mirrori ng	Performing the same movement but facing the opposite direction or using the opposite side of your body to your partner.	
	Lettres (1760), focused on developing the 'ballet d'action', in which the movements of the dancers are designed to express character and tell a story.			You Can't Stop the Beat dance (Hairspray): https://www.youtube.com/watch?vs9VFw5pD3Z_8&te51s Horizon dance (MC dance company): https://www.youtube.com/watch?vs3va6jfz_5L			7	Fragme ntation	Chopping up a sequence of movement that has already been created and putting it back together in a different order.	
							8	Retrogr ade	Performing a sequence of movement in reverse	

ୁର୍ଘ୍ତି Beckfoot					: Styles of Dance		Y8 enjoy learn succeed				
Dance Styles			DAN	ICE	PERFORMANCE SKILLS - DREAMS		Key Vocabulary				
	Jazz (Influenced all three dances)		Ι.	D	DYNAMICS		1 2	Choreo graphy Choreo			
			2.	R	RHYTHM AND TIMING			graphe r			
	Hip-Hop (Influenced 'Thriller')						3	Actions			
	1960s Dance (Influenced 'You Can't Stop the		3.	E	EXECUTION AND COMMITMEN T		ch	noreographic Devices : Ways in which a oreographer makes the movement created look more reresting			
	Beat' Musical		4.	Α	AWARENESS		Ι	Levels			
	Theatre (Influenced 'You Can't		4.	А	OF SPACE		2	Directi ons			
Ш	Stop the Beat')						3	Format ions			
	Contempora ry (Influenced 'Horizon').		5.	M	MOVEMENT MEMORY		4	Canon			
	Ballet (Influenced		6.	S	STAMINA		5	Unison			
	'Horizon')				<mark>I Links</mark> : nce (Michael Jackson):	6	Mirrori ng				
				You Can't Stop the Beat dance (Hairspray): https://www.youtube.com/watch/y-9/16/50032_384-515 Horizon dance (MC dance company):				Fragme ntation			
							8	Retrogr ade			



Subject: Computing

Topic: Hardware and Logic

Yoar Group 8



,	kfoot	ubject: Computing	Ιοριά	C: F	Hardware and	Logic	Ĭ	ear Group: 8	5	succeed		
		output Devices		Ins	side the Comp	outer	Key	Key Vocabulary				
Ι	Input Devices	Input devices, like a keyboard, allow us to put raw data in a computer which it processes to produce outputs.		I	CD-ROM Power cable Flopp	ay drive Data cable Hard disk drive	I	Hardware	of a com system. I a mouse	components iputer For example , monitor,		
2	Output Devices	An output device is a piece of computer hardware that receives data from a computer and then						keyboard are all examples of hardware.				
		translates that data into another form, for example a printer and speakers.	a		Power supply Processor Pro		2	Software	instructi collectio	n of		
Sto	rage Devices								programming code that perform			
I	use magneti	evices, such as hard disk drives ic fields to magnetise tiny ections of a metal spinning disl		Lo I	gic Gates Logic gates have or	•			some tas compute	sk on a er system.		
2	media such	technology is used in storage as solid state drives (SSD) and			output from the ga depending on the t	ate will vary	4	Cache Memory	Cache memory is a type of very fast			
		rives.The technology is called as it does not have any moving		OR – either input is turned on		a out			memory situated on or very close to the CPU. It is used to			
3	Blu-ray disc	ices such as CDs, DVDs and s use a laser to scan the surfac	ce		AND – both inputs turned on	a out			instructi	rily hold ons and data I is likely to		
	of a spinning plastic.	g disc made from metal and			NOT – output is the opposite	in — >>>— out	open hardware		reuse.			

Beckfoot Subject: Computing Topi				Hardware and	Logic	Ye	Year Group: 8		
	Input and Output Devices			Inside the Computer			Key Vocabulary		
1	Input I	Devices		CD-ROM Power cable	Toppy drive Data cable Hard disk drive	I	Hardware		
2	Outpu	t Devices			2	Software			
				Power supply Processor http://www.computerhope.com Research the co	Fan Memory Expansion cards and slots mponents above and	3	Virtual Memory		
Sto		Devices		find out there m	ain functions.				
	I*lagne	etic Disk	Lc	ogic Gates		4	Cache Memory		
			I	Logic Gates					
2		State Drive		OR	a out	5	Half Adder		
3	Optic	al Media		AND	a out	\bigcirc			
				NOT	in — >>>— out	open hardware			



Subject: Computing

Topic: Programming with Small Basic

Year Group: 8



Data Types	
Data Type	Characteristics
Integer (INT)	A whole number
Real/Float (FLOAT)	A number with a fractional part
Boolean (BOOL)	Can take two values, TRUE or FALSE
Character (CHAR)	A single letter, number or symbol
String (STR)	Used to represent text or collection of characters

Mathematical & Compare Operators									
Operator	rator Name and description Example								
+	Addition	2 + 2 = 4							
-	Subtraction	4-2=2							
/	8 / 4 = 2								
*	Multiplication	4 * 8 = 32							
<	Less Than	5 < 3							
>	More Than	8 > 2							
<=	Less Than or Equal To	7 <= 14							
>=	More Than or Equal To	19 >= 26							
= or == Equal To 12 = 12									
!= or <>	Not Equal To	15 != 3							

Logical Op	erato	rs		Key Vo				
Operator	Exam	ple	1	Algorit				
AND	if score	if score > 0 AND score < 10						
OR	R if topic == "Computing" OR topic == "Computer Science"							
NOT	while I	NOT score						
Random Nu	mber	Generation		Variab				
Basic you can number = Ma Always use th command to	use the ath.GetF ne TextV check if	te a number in Small e code below: CandomNumber(100) Vindow.WriteLine E this is working.		Consta				
TextWin Write & Wr Line		iteLine(number) Read & Read Number		C C I D I D				
Writes text or numbers to th window. The command do append a new	ne text write es not	Reads a line of text or reads a number entered by the user from the text window. This		Sequer				
A new line wi appended to output if you the Write Line		Selecti						
command.		ReadNumber, the input is restricted to just numbers.		Iteratic				

Key Vocabu	ılary
Algorithm	An algorithm is a set of step by step rules or instructions to be followed in order to solve a problem.
Program	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
Variable	A variable is a store of data/information or a memory location that has a name. The value of a variable can be changed whilst the program is running.
Constant	A constant is a store of data/information or a memory location that has a name. The value of a constant can not be changed whilst the program is running,
Sequence	Sequencing is the specific order in which instructions are performed in an algorithm.
Selection	Selection is a decision or question. Selection allows us to include more than one path through an algorithm.
Iteration	Iteration is the process of looping or repeating sections of a program.

ر Beckfoot	Subject: Compu	ting 7	Горі	.c: Progran	nming	with Small Basic	c Ye	ear Gr	Year Group: 8				
Data Typ	Des		Logical Operators				Key Vocabulary						
Data Type	Characteristics			Operator	Exam	ple	Algo	orithm					
							Prog	Jram .					
				Random Number Generation			Varia	Variable					
Mathema	atical & Compare Ope	erators					Cons	stant					
Operator	Name and description	Example		Write & Wr Line	ite	Read & Read Number							
							Sequ	lence					
							Sele	Selection					
							Itera	ition					













Independent Learning: How to - 3 Map It











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



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

Use this table to help you keep track of the Map It activities have completed and checked this half term. There Map It templates for you to use overleaf. are some **VOC**

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















55			









Independent Learning: How to 4 – Shrink It



completed this half term. There are some Shrink It templates for you to use Use this table to help you keep track of the Shrink It activities you have overleaf.

3. Rank your chosen points in order of importance

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

N

1

ω N

Jeus

+ tor Jave God

ony

com

judge

4

Reusians against clean penalty

Death penalty against 1 do not murder

Week 1	Week 1 Which Subject/Topic?	Week 2	Week 2 Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	70











Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

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

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

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

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

Comprehension

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

1. Do you understand what it means literally?

2. Can you see what's implied?

To achieve these things:

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

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

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

Remember: not every text has implied meaning.

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

Summarising

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

Follow these steps:

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

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

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

Reflect Like a Beckfooter

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

Before a task, ask yourself:

Comprehension

What is this task about? What do I understand about it? What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

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

Strategy

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

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

Was it successful?

How can I ensure I am successful this time?

65

During a task, ask yourself:

Reflection (during the task)

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

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

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

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

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

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

How do I know?

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

What emotions did I experience during the task?

Why?

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

We would suggest 5 times a week is the optimum amount.

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

minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20

Your Power Hour should include three chunks: 20 minutes of reading; 20

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

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

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

Have a go at building a Power Hour into your day as often as you can.



Communication Pages

			Date
			To
			From
			Message
67			Please sign to acknowledge

Learn 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

