

Beckfoot School
Knowledgeable
And Expert Learners

10 **Year**

2023/24

Feb-Easter

enjoy learnsucceed

Name:

Tutor group:

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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: 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.

Logging in to Class Charts

Follow the steps below to access your student account.

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

Access code*
Your access code

Please enter the access code supplied by your teacher.
☒ Remember me

2. Click on the Log in button.

LOG IN

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

Date of birth

Please enter your date of birth below.

Date of birth
12/06/2009

OK CANCEL

Homework

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

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

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

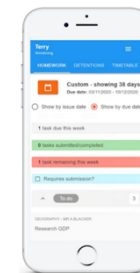
To display tasks in the order they were set, click on the Issue Date button.

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

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

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

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



Research GDP
GEOGRAPHY - BRIGGS - MRS BLACKBURN
Type: Blended Learning
Issue date: Monday 09/11/2020
Due date: Wednesday 11/11/2020
Estimated completion time: 1 hour
Please write a short paragraph on what GDP is and how it is used.

Keeping track of homework

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

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

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

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

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

To do 3									
Homework %	Teacher %	Lesson %	Issued %	Due %	Estimated time %	Type %	Feedback %		
<input checked="" type="checkbox"/>	Research GDP	Mr A Blacker	BF/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning		
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J Kato	By/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework		
<input checked="" type="checkbox"/>	Create a poster on French food	Mrs A Abell	7YEL/FF	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback	

Homework status categories

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

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

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

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

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

To do

Completed

Submitted late

Not submitted

Submitted

Homework Instructions

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



SCAN ME

Maths



SCAN ME

English



SCAN ME

Science



SCAN ME

MFL



SCAN ME

Humanities



SCAN ME

D&T



SCAN ME

Perf. Arts



SCAN ME

Art



SCAN ME

Music



SCAN ME

Computing



SCAN ME

Knowledgeable &
Expert Learners



SCAN ME

Confident
Communicators

How to access My Learning Resources

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

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

2. Select 'My Learning Resources'

3. Select the subject you want to work on

3. Select your year group

3. Select the relevant half term.
All the resources you need will be here

You may be asked to enter your school email address and password here

How to access Seneca

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

1. Go to <https://senecalearning.com/en/GB/>

2. Click 'log in' of the top right hand corner.

3. Select 'Continue with Microsoft'.

4. Enter your school email and password.

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

You can also scan this QR code for a video walkthrough of how to log in as a student!

SCAN ME

Independent Learning at KS4: Revise Like a Beekooter

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

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

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

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

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

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

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

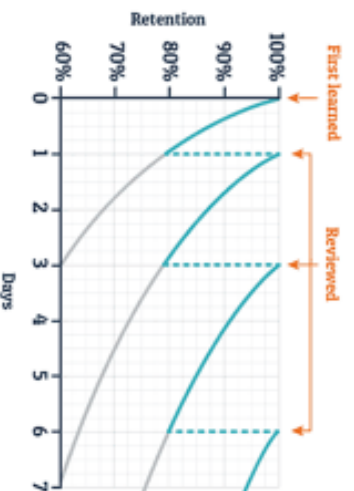
What we expect from you:

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

What you can expect from us:

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

Typical Forgetting Curve for Newly Learned Information



Our evidence-informed 'Revise Like a Beekooter' strategies:

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

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?

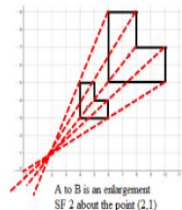
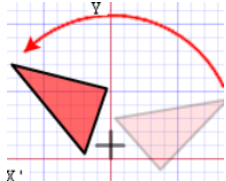
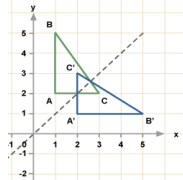
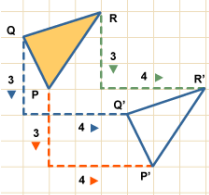
During a task, ask yourself:

- 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?

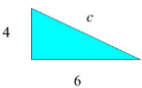
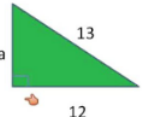
After a task, ask yourself:

- 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

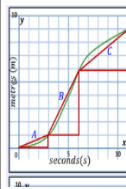
Geometry and Measures - Transformations

1	Finding the centre of Enlargement - Draw straight lines through corresponding corners of the two shapes. The centre of enlargement is the point where all the lines cross over .	
2	Rotation - The size does not change, but the shape is turned around a point .	Rotate Shape A 90° anti-clockwise about (0,1) 
3	Reflection - The size does not change, but the shape is 'flipped' like in a mirror .	Reflect shape C in the line $y = x$ 
4	Translate means to move a shape . The shape does not change size or orientation	

Geometry - Pythagoras

1	Find the hypotenuse 	Find c . $a^2 + b^2 = c^2$ $4^2 + 6^2 = c^2$ $c^2 = 52$ $c = \sqrt{52}$ $c = 7.21$
2	Find the shorter side 	$c^2 = a^2 + b^2$ $a^2 = c^2 - b^2$ $a = \sqrt{c^2 - b^2}$ $a = \sqrt{13^2 - 12^2}$ $a = \sqrt{169 - 144}$ $a = \sqrt{25}$ $a = 5$

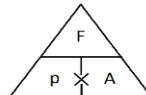

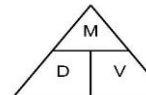
Ratio Proportion Rates of Change - Real Life Graphs

1	Calculate fastest average speed. 	Break the graph down into smaller pieces to see what is happening Gradient A = $\frac{1}{3}$ \rightarrow 0.3m/s Gradient B = $\frac{5}{3}$ \rightarrow 1.7 m/s Gradient C = $\frac{3}{5}$ \rightarrow 0.6m/s
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Key Vocabulary

1	Ratio	Ratio compares the size of one part to another part .
2	Right angle	Angles that are exactly 90°.
3	Estimate	To find something close to the correct answer .
4	Standard Form	$A \times 10^b$ where $1 \leq A < 10$, $b = \text{integer}$
5	Similar	Shapes are similar if they are the same shape but different sizes .

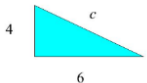
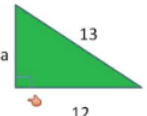
Geometry - Measures

1	Pressure = Force \div Area	
2	Speed = Distance \div Time	
3	Density = Mass \div Volume	

Geometry and Measures - Transformations

1	Finding the centre of Enlargement - Draw straight lines through corresponding corners of the two shapes. The centre of enlargement is the point where all the lines cross over .	
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Geometry - Pythagoras

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Ratio Proportion Rates of Change - Real Life Graphs

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Key Vocabulary

1	Ratio	
2	Right angle	
3	Estimate	
4	Standard Form	
5	Similar	




Geometry - Measures

1	Pressure = Force ÷ Area	
2	Speed = Distance ÷ Time	
3	Density = Mass ÷ Volume	

Algebra - Quadratics

1	Quadratic	A quadratic expression is of the form where a , b and c are numbers
2	Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c .
3	Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$
4	Solving Quadratics by Factorising	Factorise the quadratic in the usual way. Solve = 0

Geometry - Measures

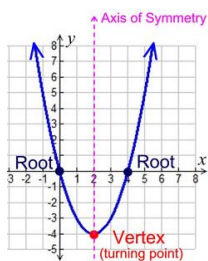
1	Pressure = Force \div Area	
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Subject: Maths	Term: Half Term 5 - February	Year Group: 10F
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Algebra - Quadratics		
1	Quadratic	
2	Factorising Quadratics	
3	Difference of Two Squares	
4	Solving Quadratics by Factorising	

Geometry - Measures		
1	Pressure = Force \div Area	
2	Speed = Distance \div Time	
3	Density = Mass \div Volume	

Algebra – Quadratic Equations

1	<p>The quadratic graph is a “U-shaped” curve called a parabola. If $a < 0$, the parabola is upside down.</p> <p>A root is a solution to a quadratic equation. A quadratic equation may have no, one, or two solutions</p>	
2	<p>Solve a quadratic by factorising:</p>	<p>Make sure the equation = 0</p> $ax^2 + bx + c = 0$ <p>Use the products of ac that sum to b</p>
3	<p>Solving a quadratic using the quadratic formula:</p> $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	<p>Use this method when an equation does not easily factorise</p>
4	<p>Solving a quadratic by completing the square:</p> $(x + p)^2 + q = 0$	<p>Use this method when you want to find the vertex. It's co-ordinates are $(-p, q)$</p>

Ratio, Proportion and rates of change- Similarity

1	Scale Factor	To find the scale factor, divide a length on one shape by the corresponding length on a similar shape
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Algebra – Simultaneous Equations

1	Solving graphically	The points of intersection are the solution
2	Solving by elimination	Usually used for linear equations – same signs subtract, different signs add.
3	Solving by substitution	Usually used for quadratic equations – Rearrange and Substitute

Geometry and Measures - Vectors

1	Vector Notation	<p>A vector can be written in 3 ways:</p> <p>\mathbf{a} or \overrightarrow{AB} or $\begin{pmatrix} 1 \\ 3 \end{pmatrix}$</p>
2	Parallel vectors are multiples of each other.	$2\mathbf{a} + \mathbf{b}$ and $4\mathbf{a} + 2\mathbf{b}$ are parallel as $4\mathbf{a} + 2\mathbf{b} = 2(2\mathbf{a} + \mathbf{b})$
3	Collinear vectors are vectors that are on the same line .	To show this you must show that they are parallel and that they share a point.
4	Resultant vectors	The resultant vector is the vector that results from adding two or more vectors together.
5	Scalar of a vector	A scalar is the number we multiply the vector by

Key Vocabulary

1	Quadratic	<p>A quadratic expression is of the form:</p> $ax^2 + bx + c$
2	Coefficient	A number used to multiply a variable.
3	Vector	A vector is a quantity with both direction and magnitude.
4	Magnitude	The length of a vector
6	Similar Shapes	The same shape but different sizes
7	Correlation	The connection between 2 data sets

Algebra – Quadratic Equations		
1	The quadratic graph is a “U-shaped” curve called a parabola . If $a < 0$, the parabola is upside down. A root is a solution to a quadratic equation. A quadratic equation may have no, one, or two solutions	
2	Solve a quadratic by factorising:	
3	Solving a quadratic using the quadratic formula: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	
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Algebra – Simultaneous Equations		
1	Solving graphically	
2	Solving by elimination	
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Geometry and Measures - Vectors		
1	Vector Notation	1 3
2	Parallel vectors are multiples of each other.	
3	Collinear vectors are vectors that are on the same line .	
4	Resultant vectors	
5	Scalar of a vector	

Ratio, Proportion and rates of change- Similarity		
1	Scale Factor	

Key Vocabulary		
1	Quadratic	$ax^2 + bx + c$
2	Coefficient	
3	Vector	
4	Magnitude	
6	Similar Shapes	
7	Correlation	

Question Summary

Q.	Skill(s) assessed	Marks, timings and question stems
1	Retrieval and inference	4 marks (10 minutes inc. reading source) "List four things..."
2	Language	8 marks (15 minutes) "How does the writer use language here to..." (2-3 PEA)
3	Structure	8 marks (15 minutes) "How has the writer structured the text to interest you as a reader?" (3 PEA)
4	Evaluation	20 marks (20 minutes) "Statement on an aspect of the text." To what extent do you agree? (3 PEA)
5	Creative Writing	40 marks <i>24 marks for content and organisation</i> <i>16 marks for technical accuracy</i> (45 minutes) Choice between writing based on a visual prompt or a written one.

Useful Approaches to Creative Writing (Q5)

1	Use an unreliable narrator	Give your reader reason to doubt the accuracy of the story told e.g. write as someone old or young
2	Choose an unexpected perspective	Obvious isn't always best. Find interesting perspectives!
3	Give your characters inner conflict	A difficult decision or social situation is just as interesting as a fight!
4	Use a cyclical structure	Can really help contain a story and give a powerful ending
5	Make your characters vulnerable	Weaknesses make your characters interesting!
6	Avoid using dialogue	Summarise conversations rather than write every word
7	Start at the end (and then flash back)	Confuse your reader to start with, then clear up the confusion bit by bit
8	Use a short timeline	Covering a single hour is usually better than a lifetime
9	Show, don't tell	"Tears streamed down her cheeks" is better than "she was crying"

Key Language Terminology (Q2 and Q4)

1	Atmosphere	The feeling associated with a piece of writing e.g. dark or oppressive	6	Connotation	What a word or phrase implies or suggests
2	Figurative language	Any language not meant literally e.g. metaphor and simile	7	Hyperbole	Strong exaggeration, not meant to be taken literally
3	Imagery	Visually descriptive language	8	Juxtaposition	Placing two things together to highlight their contrast
4	Lexis	Word choices – words chosen with specific effects in mind	9	Narrative Perspective	The viewpoint from which a text is written
5	Semantic field	Words and phrases with related meanings	10	Short sentences	Used for dramatic impact, often in moments or action

Key Structural Terminology (Q3 and Q4)

1	Ambiguity	Intentional withholding of information to keep a reader guessing	6	Analepsis	Flashback – moving to an earlier point in a narrative's chronology
2	Climax	The peak of tension within a story – it's most thrilling point	7	Cyclical	A structure that returns to where it started
3	Focus shift	Changes of location, character or subject as a story progresses	8	Foreshadowing	Hints of later events used to build tension and guide readers
4	Fragment	An incomplete sentence, usually missing a key part	9	Listing	Numerous similar items are ideas one after the other
5	Motif	A repeated image, words, phrase or idea in a text	10	Repetition	A word or phrase used multiple times throughout a text

Question Summary

Q.	Skill(s) assessed	Marks, timings and question stems
1	Retrieval and inference	
2	Language	
3	Structure	
4	Evaluation	
5	Creative Writing	

Useful Approaches to Creative Writing (Q5)

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Key Language Terminology (Q2 and Q4)

1	Atmosphere		6	Connotation	
2	Figurative language		7	Hyperbole	
3	Imagery		8	Juxtaposition	
4	Lexis		9	Narrative Perspective	
5	Semantic field		10	Short sentences	

Key Structural Terminology (Q3 and Q4)

1	Ambiguity		6	Analepsis	
2	Climax		7	Cyclical	
3	Focus shift		8	Foreshadowing	
4	Fragment		9	Listing	
5	Motif		10	Repetition	

Finite and renewable resources		
1	Finite resources	Can't be replaced as quickly as they are being used.
2	Example for finite	Fossil fuels and metals
3	Renewable resources	We can replace them as quickly as we use them. Will never run out
4	Examples for renewable	Wood,
Synthetic replacements		
Common examples of synthetic replacements		
1	Wool is replaced by acrylic fibres.	
2	Cotton is replaced by polyester.	
3	Wood for use in construction is replaced by PVC and MDF composites	
Reuse and recycling		
Importance of reuse and recycling and examples of materials reused and recycled		
1	Help save limited resources and energy.	
2	Reduce the amount of hazardous waste produced and less harmful effect on the environment. Quarrying causes habitat loss, noise pollution and release carbon dioxide.	
3	Glass bottles can be reused- they can be crushed or melted to make different types of jars.	
4	Plastic bottles are recycled to make fleece jackets and carpets.	
5	Melt and recast metals into different products. The problem is different metals need to be separated before being recycled.	

Potable water		
Steps to obtain potable water		
1	Choose a source of water	
2	Remove solids such as dirt and mud	
3	Remove bacteria and unwanted minerals such as salt.	
4	Add chlorine to kill bacteria	
5	Salt water must be desalinated to provide potable water. Distillation can be used to desalinate sea water. Sea water can also be treated by reverse osmosis, but this is expensive as it uses a lot of energy.	
Treating waste water		
Stages of sewage treatment		
1	Screening and grit removal.	
2	Sedimentation to produce sewage sludge and effluent.	
3	Anaerobic digestion of sewage sludge – biogas produced/ remaining sludge can be used as fuel.	
4	Aerobic biological treatment of effluent. Effluent can be discharged back into rivers.	
Extraction of copper from low-grade copper ores (H)		
1	Bioleaching	Bacteria is added to water from the lakes. Leach out copper from the bacteria.
2	Phytomining	Grow plants in copper containing soil. Plants absorb copper ions. Cut down plants and burn. Extract copper from the ash by electrolysis. The disadvantage of phytomining is plants grow slowly.

Key Vocabulary		
1	finite	Will run out eventually
2	renewable	We can replace them as we use them
3	sustainable	generation without compromising the ability of the meets the needs of the current future generations to meet their needs.
4	Potable water	Water that is naturally safe for humans to drink
5	Life cycle assessment(LCA)	LCA is the environmental impact of a product.
Life cycle assessment		
Stages of a product's life		Impact on the environment
1	Extracting and processing raw materials	Large amount of energy required, causes pollution and damaging habitat through quarrying, mining or felling of trees.
2	Manufacturing and packaging	Use a large amount of energy and causes pollution. Use up land for factories. Releases harmful products.
3	Use of the product	It depends on the product- use a lot of energy, release toxic waste or damage the environment
4	Product disposal	Use up landfill sites. This takes up space and pollute land and water. Products might be burnt which could cause pollution.

Finite and renewable resources			Potable water			Key Vocabulary		
1	Finite resources		Steps to obtain potable water			1	finite	
2	Example for finite		1			2	renewable	
3	Renewable resources		2			3	sustainable	
4	Examples for renewable		3			4	Potable water	
Synthetic replacements			4			5	Life cycle assessment(LCA)	
Common examples of synthetic replacements			5			Life cycle assessment		
1			Treating waste water			Stages of a product's life		
2			Stages of sewage treatment			Impact on the environment		
3			1			1	Extracting and processing raw materials	
Reuse and recycling			2			2	Manufacturing and packaging	
Importance of reuse and recycling and examples of materials reused and recycled			3			3	Use of the product	
1			4			4	Product disposal	
2			Extraction of copper from low-grade copper ores (H)					
3			1	Bioleaching				
4			2	Phytomining				
5								

Corrosion

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

How to protect metals from corrosion

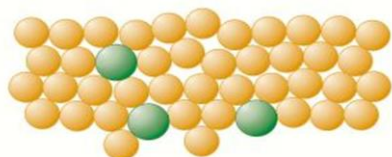
1 Coatings- Grease, paint or electroplate

2 Natural coatings (Aluminium Oxide)

3 Sacrificial protections

Alloys


pure iron



iron alloy

Ceramics

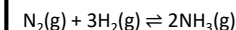
ceramic		manufacture	properties	uses
1	Soda-lime glass	Heat a mixture of sand, sodium carbonate and limestone	Transparent and brittle	Everyday glass objects
2	Borosilicate glass	Heat sand and boron trioxide.	Higher melting point than soda lime glass	Oven glassware and test tubes.
3	Clay ceramics (pottery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

Alloys- properties and use

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

Composites

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

Haber Process


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

NPK Fertilisers

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

NPK fertilisers provide plants with the essential elements for growth.

Subject: Science (Chemistry)

Topic: using resources -Triple

Year Group: I I

Corrosion



How to protect metals from corrosion

1

2

3

Alloys

Ceramics

ceramic		manufacture	properties	uses
1	Soda-lime glass			
2	Borosilicate glass			
3	Clay ceramics (pottery + bricks)			

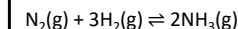
Alloys- properties and use

Alloy		composition	properties	use
1	bronze			
2	brass			
3	Gold			
4	High carbon steel			
5	Low carbon steel			
6	Stainless steel			
7	Aluminium			

Composites

1	
2	
3	
4	

Haber Process



1	
2	
3	
4	
5	

NPK Fertilisers

1	
2	
3	
NPK fertilisers provide plants with the essential elements for growth.	

Order of cells in a reflex action

1	Stimulus	A change in the environment. E.g heat
2	Receptor	Detects the stimulus
3	Sensory Neurone	Carries the impulse from receptor to the CNS
4	Relay neurone	Located in the CNS
5	Motor Neurone	Carries the impulse from the CNS to the effector
6	Effector	Eg, muscle or gland
7	Response	Eg muscle in arm contracts and you pull your arm away

Glands and the hormones they release and role

1	Pituitary gland: LH, FSH	Important in the menstrual cycle
2	Pancreas :Insulin and Glucagon-	controls blood sugar levels
3	Thyroid :Thyroxine	-Stimulates the Metabolic rate, important in growth and development
4	Adrenal Glands: Adrenaline	Released during fear and stress causes an increase in heart rate release more glucose and oxygen
5	Ovary: Oestrogen, Progesterone	Inhibits FSH and stimulates LH Maintains the lining of the womb
6	Testes	Testosterone

Control of blood sugar level by pancreas

1	If blood Glucose level is too high the pancreas produces insulin that causes glucose to move from the blood into the cells . In the liver and muscle cells the excess glucose is converted to glycogen for storage
2	HT If the blood glucose is too low the pancreas produces the hormone glucagon that causes the glycogen to be converted into glucose and released into the blood and how glucagon and insulin interact in a negative feedback cycle

Comparing type 1 and 2 Diabetes

	Type 1	Type 2
Cause	The pancreas fails to produce any or very little levels of insulin	The body cells no longer respond to the insulin produced by the pancreas
Treatment	It is treated with insulin injections or a fitted insulin pumps	A carbohydrate controlled diet and exercise

Key Vocabulary

1	Homeostasis	Regulation of the internal conditions in the body
2	Hormone	A chemical messenger released from a gland into the bloodstream
3	Reflex	An automatic rapid response to a stimulus
4	Stimulus	A change in the environment that stimulates a sense organ
5	Receptor	Cells which detect a stimulus
6	Neurone	A nerve cell
7	Pancreas	A gland that controls blood glucose levels releasing insulin and Glucagon
8	Liver	An organ that stores glucose as Glycogen
9	Glucose	A soluble sugar
10	Glycogen	An insoluble sugar stored in the liver
11	Insulin	A hormone released by the pancreas
12	Diabetes	A condition whereby your pancreas produces very little or no insulin

Additional Information (HT highlighted in red)

Order of cells in a reflex action

1	Stimulus	
2	Receptor	
3	Sensory Neurone	
4	Relay neurone	
5	Motor Neurone	
6	Effector	
7	Response	

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1	
2	

Comparing type 1 and 2 Diabetes

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Treatment		

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3	Reflex	
4	Stimulus	
5	Receptor	
6	Neurone	
7	Pancreas	
8	Liver	
9	Glucose	
10	Glycogen	
11	Insulin	
12	Diabetes	

Additional Information (HT highlighted in red)

Hormones in the Reproductive cycle and their role

1	Oestrogen	Produced in the Ovary and causes the release of an egg
2	Testosterone	Produced in the testes and stimulates sperm production
3	Follicle Stimulating Hormone (FSH)	Causes the egg to mature in the ovary
4	Luteinising Hormone (LH)	Causes the release of an egg
5	Oestrogen	Maintains the lining of the womb
6	Progesterone	Maintains the lining of the womb

Control of the menstrual cycle and the use of hormones

1	FSH	Stimulates the eggs to mature Stimulates oestrogen production
2	LH	Cause the gg to be released from the ovary
3	Oestrogen	Inhibits FSH and stimulates LH
4	Progesterone	Maintains the lining of the womb if an egg is fertilised

Different types of contraception

Hormonal Non Hormonal Both	How they work
Oral contraceptives (the pill)	Contain hormones to inhibit FSH production so no more eggs mature
Injection, skin patches Implants	Release progesterone into the blood to inhibit the maturation and release of eggs for months or years
Barrier method Condom (male) Diaphragm (female)	Prevents the egg and sperm from meeting each other
Intrauterine devices Eg Coil	Prevent the implantation of an embryo or release a hormone
Spermicidal Agents	Kill or disable sperm
Surgical Methods Sterilisation	In females the oviduct are tied to prevent the egg reaching the uterus In males the sperm ducts are cut to prevent the sperm being released
Abstain from sexual intercourse (don't do it)	Not having sexual intercourse when an egg may be in the oviduct

Key Vocabulary

1	Ovulation	Release of a mature egg from the ovary
2	Hormone	A chemical messenger released from a gland into the bloodstream
3	Implantation	When a fertilised egg attaches to the lining of the womb
4	Embryo	A fertilised egg that has divided into a ball of cells
5	IVF	In Vitro fertilisation
6	Zygote	A fertilised egg

Stages in IVF

1	Mother is given FSH and LH to stimulate the maturation of several eggs	
2	The eggs are collected from the mother and fertilised by the father in the laboratory	
3	The fertilised eggs develop into embryos	
4	At the stage when they are tiny balls of cells one or two embryos are inserted into the mothers uterus or womb	
	Disadvantage : very emotional, stressful, success rate is not high, lead to multiple births with high risk to mother and baby	

Hormones in the Reproductive cycle and their role

1	Oestrogen	
2	Testosterone	
3	Follicle Stimulating Hormone (FSH)	
4	Luteinising Hormone (LH)	
5	Oestrogen	
6	Progesterone	

Control of the menstrual cycle and the use of hormones

1	FSH	
2	LH	
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Different types of contraception

Hormonal Non Hormonal Both	
Oral contraceptives (the pill)	
Injection, skin patches Implants	
Barrier method Condom (male) Diaphragm (female)	
Intrauterine devices Eg Coil	
Spermicidal Agents	
Surgical Methods Sterilisation	
Abstain from sexual intercourse (don't do it)	

Key Vocabulary

1	Ovulation	
2	Hormone	
3	Implantation	
4	Embryo	
5	IVF	
6	Zygote	

Stages in IVF

1		
2		
3		
4		

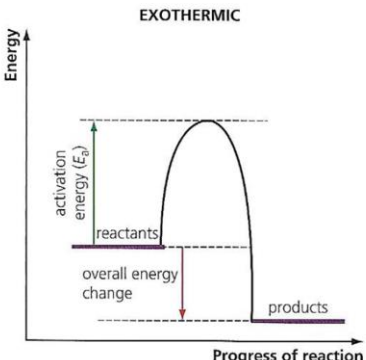
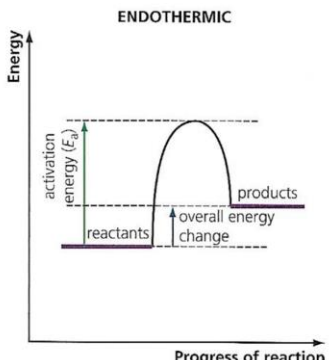
Exothermic and Endothermic

1	An exothermic reaction is one that transfers energy to the surroundings so the temperature of the surroundings increases.
2	An endothermic reaction is one that takes in energy from the surroundings so the temperature of the surroundings decreases
3	Everyday uses of exothermic reactions include self-heating cans and hand warmers.
4	Endothermic reactions include thermal decompositions and everyday uses include sports injury packs.

Energy changes (Higher Tier)

1	During a chemical reaction energy must be supplied to break bonds in the reactants and energy is released when bonds in the products are formed.
2	In an exothermic reaction, more energy is 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 bonds than is released when new bonds are made.
3	Energy change = bond energy in reactants – bond energy in products

Reaction profiles

1	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
2	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>EXOTHERMIC</p>  </div> <div style="text-align: center;"> <p>ENDOTHERMIC</p>  </div> </div>

Chemistry Only - Chemical Cells

1	Cells contain chemicals which react to produce electricity. They are made of two different metals in contact with an electrolyte.
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.
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 to power your mobile phone, the chemical reactions can be reversed when an external circuit is supplied.

Key Vocabulary

1	Exothermic	Energy is transferred to the surroundings
2	Endothermic	Energy is taken in from the surroundings
3	Activation energy	The minimum amount of energy that particles must have to react.

Chemistry Only - Fuel Cells

1	A fuel cell works by having a constant supply of a fuel and oxygen from the air. The fuel is oxidised electrochemically to produce a potential difference. Hydrogen fuel cells are an alternative to rechargeable cells and batteries.
2	A fuel cell has 2 electrodes, the anode (negative) and cathode (positive), and an electrolyte.
3	The overall reaction in a hydrogen-oxygen fuel cell is: hydrogen + oxygen → water $2\text{H}_2(\text{g}) + \text{O}_2(\text{g}) \rightarrow 2\text{H}_2\text{O}(\text{l})$
4	Half equations: Anode: $2\text{H}_2 \rightarrow 4\text{H}^+ + 4\text{e}^-$ Cathode: $\text{O}_2 + 4\text{H}^+ + 4\text{e}^- \rightarrow 2\text{H}_2\text{O}$

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

Exothermic and Endothermic

1	An exothermic reaction is
2	An endothermic reaction is
3	Everyday uses of exothermic reactions include
4	Endothermic reactions include

Energy changes (Higher Tier)

1	During a chemical reaction energy must be supplied to
2	In an exothermic reaction, more energy is released than is taken in to and in an endothermic reaction, more energy is taken in to than is released when
3	Energy change = -

Reaction profiles

1	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
2	

Chemistry Only - Chemical Cells

1	Cells contain . They are made of .
2	The potential difference of a cell is dependant on . The bigger the difference in reactivity of the metals, .
3	In non-rechargeable . In rechargeable cells and batteries, like the one used to power your mobile phone,

Key Vocabulary

1		Energy is transferred to the surroundings
2		Energy is taken in from the surroundings
3	Activation energy	

Chemistry Only - Fuel Cells

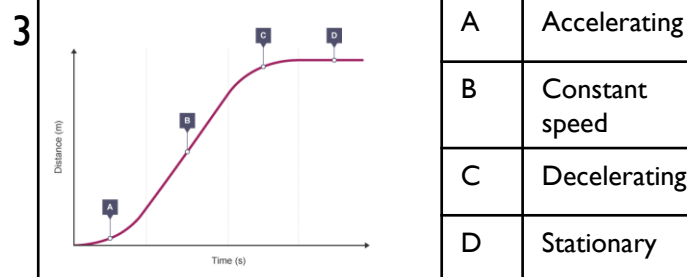
1	A fuel cell works by . Hydrogen fuel cells are an alternative to .
2	A fuel cell has 2 , the anode () and cathode (), and an electrolyte.
3	The overall reaction in a hydrogen-oxygen fuel cell is:
4	Half equations: Anode: Cathode:

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

Distance – time graph

1 The **gradient** of a distance-time graph is equal to the **speed** of the object. Steeper line = faster object.

2	Flat line	Stationary
	Straight diagonal line	Constant speed
	Curve steeping	Acceleration
	Curve levelling off	Deceleration



Velocity – time graph

1 The **gradient** of a velocity-time graph is equal to the **acceleration** of the object.

2 The **area** under the line is equal to the **distance** travelled.

2	Flat line	Constant speed
	Straight diagonal line up	Constant acceleration
	Straight diagonal line down	Constant deceleration
	Curve	Changing acceleration

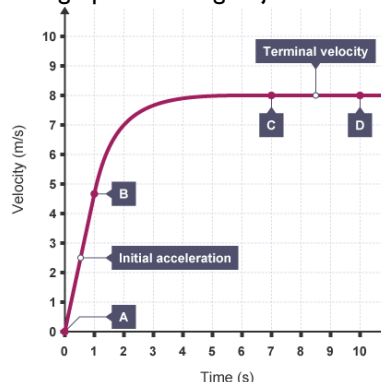
Common speeds

1	Walking	1.5 m/s
2	Running	3 m/s
3	Cycling	6 m/s

Terminal velocity

- Terminal velocity is the maximum speed an object reaches when falling.
- When terminal velocity is reached the resultant force on the object is zero.

3 Velocity-time graph for falling object:

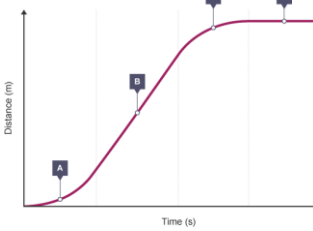


- | | |
|-----|---|
| A-B | Accelerating due to gravity. The resultant force is down as weight is greater than resistive forces. |
| B-C | Accelerating but at a slower rate. Resultant force is still down but it is decreasing because the resistive force is increasing as speed increases. |
| C-D | Moving at constant speed. Has reached terminal velocity. Weight = resistive forces so resultant $F=0$. |

Key Vocabulary

1	Scalar	A quantity with a size but no direction.
2	Vector	A quantity with a size and a direction.
3	Speed	The distance travelled in a fixed period of time.
4	Velocity	Speed in a given direction, A vector quantity.
5	Acceleration	The rate of change in speed (or velocity).
7	Displacement	The distance from the start of the journey to the end in a straight line with a described direction.
8	Resultant force	The overall force. The single force that could replace all the forces acting on an object.
9	Terminal velocity	The maximum speed objects reach when falling. When weight = resistive forces.
10	Momentum (HT)	The product of mass and velocity.
11	Inertia	The tendency of an object to continue in its current state unless acted on by a resultant force.
12	Inertial mass	How difficult it is to change the velocity of an object. Ratio of force over acceleration.

Distance – time graph

1	The gradient of a distance-time graph is equal to	
2	Flat line	
	Straight diagonal line	
	Curve steeping	
	Curve levelling off	
3		
	A	
	B	
	C	
	D	

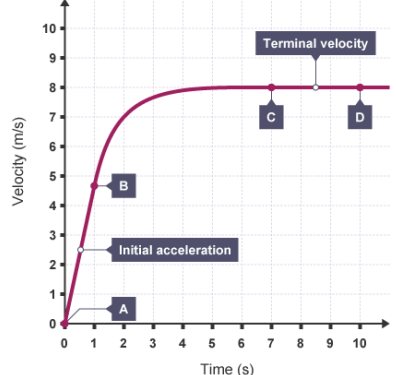
Velocity – time graph

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2	Flat line	
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	Curve	

Common speeds

1	Walking	
2	Running	
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Terminal velocity

1	Terminal velocity is	
2	When terminal velocity is reached	
3	Velocity-time graph for falling object:	
		
4	A-B	
	B-C	
	C-D	

Key Vocabulary

1	Scalar	
2	Vector	
3	Speed	
4	Velocity	
5	Acceleration	
7	Displacement	
8	Resultant force	
9	Terminal velocity	
10	Momentum (HT)	
11	Inertia	
12	Inertial mass	

Newton's Laws

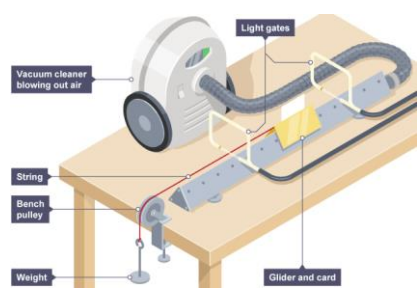
1	1 st law	An object remains in the same state of motion unless acted on by a resultant force.
2	2 nd law	$F = ma$. The resultant force on an object is directly proportional to acceleration.
3	3 rd law	Whenever two objects interact, they exert equal and opposite forces on each other.

Stopping distances

1	Stopping distance	Stopping distance = thinking distance + braking distance
2	Thinking distance	The distance a vehicle travels during the driver's reaction time.
3	Reaction time	The time it takes for a person to respond to an event.
4	Braking distance	The distance a vehicle travels whilst braking.
5	Factors affecting thinking distance: Speed of vehicle, drugs, alcohol, tiredness.	
6	Factors affecting braking distance: Speed of vehicle, weather, condition of tyres, condition of brakes.	
5	What happens when braking? <ol style="list-style-type: none"> Friction between wheels and brakes causes work to be done. Kinetic energy of wheels transferred to thermal energy of brakes causing brakes to heat up. Large decelerations can be dangerous as brakes can overheat & the vehicle could skid. 	

Required practicals

1	How mass affects acceleration	
	Independent variable	Mass
	Dependent variable	Acceleration
	Mass and acceleration are inversely proportional.	
2	How force affects acceleration	
	Independent variable	Force
	Dependent variable	Acceleration
	Force and acceleration are directly proportional.	



The diagram illustrates an experimental setup for investigating the effect of force on acceleration. A vacuum cleaner is connected to a tube that passes through a light gate. A string is attached to the end of the tube, passes over a bench pulley, and is connected to a weight. A glider and card are placed on the tube. The setup is on a wooden table.

Labels in the diagram:

- Vacuum cleaner blowing out air
- Light gates
- String
- Bench pulley
- Weight
- Glider and card

Forces equations

1	Speed	Speed (m/s) = distance (m) ÷ time (s)
2	Acceleration	Acceleration (m/s ²) = change in velocity (m/s) ÷ time (s)
3	Force	Force (N) = mass (kg) x acceleration (m/s ²)
4	Force	Force (N) = Change in momentum (kgm/s) ÷ time (s)
5	Momentum	Momentum (kgm/s) = mass (kg) x velocity (m/s)
6	Uniform acceleration	$v^2 - u^2 = 2as$
7	Stopping distance	Stopping distance = Thinking distance + braking distance

Momentum

1	Momentum is given by multiplying mass and velocity.
2	It is a vector.
3	The conservation of momentum says: In a closed system, the total momentum before an event is equal to the total momentum after.
4	A closed system is one in which no external forces act.

Symbols

s	Displacement
v	(Final) velocity
t	Time
a	Acceleration

Symbols

p	Momentum
u	Initial velocity
m	Mass
F	Resultant force

Newton's Laws

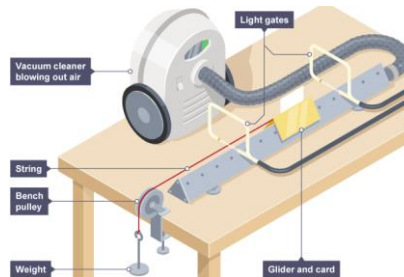
1	1 st law	
2	2 nd law	
3	3 rd law	

Stopping distances

1	Stopping distance	
2	Thinking distance	
3	Reaction time	
4	Braking distance	
5	Factors affecting thinking distance:	
6	Factors affecting braking distance:	
5	What happens when braking?	

Required practicals

1	How mass affects acceleration	
	Independent variable	
	Dependent variable	
	Mass and acceleration are	
2	How force affects acceleration	
	Independent variable	
	Dependent variable	
	Force and acceleration are directly proportional.	



Forces equations

1	Speed	
2	Acceleration	
3	Force	
4	Force	
5	Momentum (HT)	
6	Uniform acceleration	
7	Stopping distance	

Momentum

1	Momentum is
2	It is
3	The conservation of momentum says:
4	A closed system

Symbols

s	
v	
t	
a	

Symbols

p	
u	
m	
F	

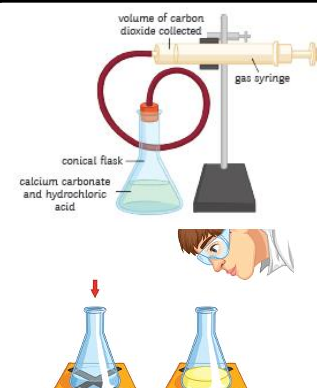
Equations

1	Rate of reaction = quantity of reactant used / time taken
2	Rate of reaction = quantity of product formed / time taken

Required Practical

From this practical you should be able to describe 2 ways in which the rate of reaction can be measured.

1. Measuring the production of gas
2. Measuring the changes in the colour



Factors affecting the rate of reaction

The rate of chemical change will be increased if there are more frequent successful collisions between reactant particles

1	Temperature	When the temperature of the reaction mixture is increased, the reactant particles gain kinetic energy and move much more quickly. This results in more frequent successful collisions increasing the rate of reaction.
2	Concentration and pressure	If the number of reactant particles in a given space is doubled, there will be more frequent successful collisions between reactant particles, therefore increasing the rate of reaction.
3	Surface area	Only reactant particles on the surface of a solid are able to collide and react. The greater the surface area the more reactant particles are exposed, leading to more frequent collisions.
4	Catalyst	When a catalyst is used in a chemical reaction the frequency of collisions is unchanged. More particles are able to react. The particles have energy greater than that of the activation energy. Consequently there is an increase in the rate of reaction.

Key Vocabulary

1	Reversible reaction	A reversible reaction is one in which the reactants form products. The products are then able to react together to reform the reactants. The symbol for a reversible reaction is \rightleftharpoons .
2	Catalyst	A substance that speeds up a chemical reaction without getting used up. A catalyst lowers the activation energy. Biological catalysts are called enzymes.
3	Dynamic equilibrium	A point where the forward and reverse reactions are occurring at the same rate.

Measuring a reaction mixture

1	Measuring the change in mass	The reaction mixture is placed on a mass balance. As the reaction proceeds and the gaseous product is given off the mass of the flask will decrease. The rate for the reaction is : Rate (g/s) = change in mass (g) / time taken.(s)
2	Measuring the volume of gas produced	The reaction mixture is connected to a gas syringe. As the reaction proceeds the gas is collected. The rate for the reaction is: Rate (cm ³ /s) = volume of gas produced (cm ³) / time taken (s).

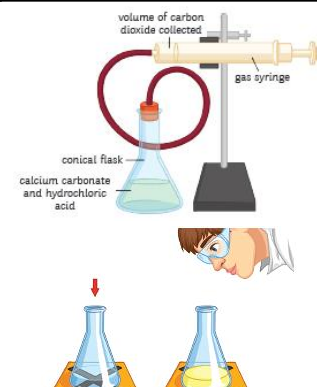
Equations

1	
2	

Required Practical

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Factors affecting the rate of reaction

The rate of chemical change will be increased if there are more frequent successful collisions between reactant particles

1	Temperature	
2	Concentration and pressure	
3	Surface area	
4	Catalyst	

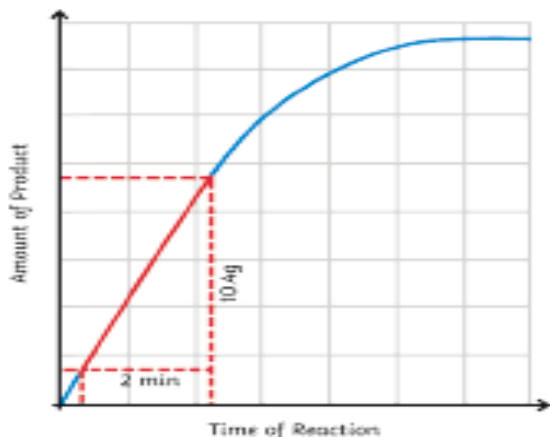
Key Vocabulary

1	Reversible reaction	
2	Catalyst	
3	Dynamic equilibrium	

Measuring a reaction mixture

1	Measuring the change in mass	
2	Measuring the volume of gas produced	

Calculating gradient (Higher Tier)



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

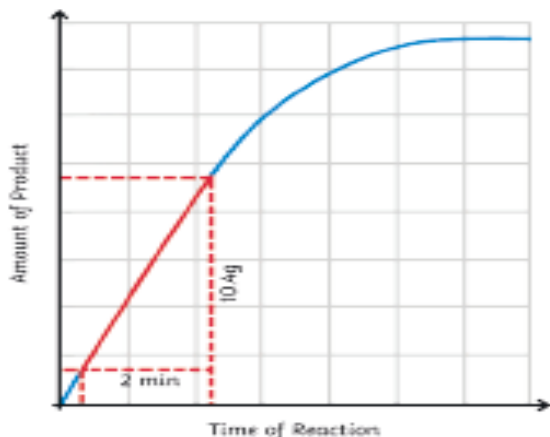
On the graph, draw construction lines on the part of the graph that has straight lines. Measure the values of x and y.

Changing conditions and the effect on the position of equilibrium (Higher Tier)

At equilibrium the amounts of reactants and products are the same. In order to change the amount of reactants and products at equilibrium the conditions of the reaction must be changed. This is known as Le Chatelier's Principle

Change	Effect	Explanation
Decrease concentration of product	Favours the forward reaction	Opposes the change by making less reactant and more product
Increase concentration of product	Favours the reverse reaction	Opposes the change by making more reactant and less product
Decrease concentration of reactant	Favours the reverse reaction	Opposes the change by making more reactant and less product
Increase concentration of reactant	Favours the forward reaction	Opposes the change by making less reactant and more product
Increasing temperature of surroundings	Favours the endothermic reaction	Opposes the change by decreasing the temperature of the surroundings
Decreasing the temperature of surroundings	Favours the exothermic reaction	Opposes the change by increasing the surroundings
Increase the pressure	Favours the reaction that results in fewer molecules	Decreasing the number of molecules within the vessel opposes the change because it decreases the pressure
Decrease the pressure	Favours the direction that results in more molecules	Increasing the number of molecules within the vessel opposes the change because it increases the pressure

Calculating gradient (Higher Tier)



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

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

Changing conditions and the effect on the position of equilibrium (Higher Tier)

At equilibrium the amounts of reactants and products are the same. In order to change the amount of reactants and products at equilibrium the conditions of the reaction must be changed. This is known as Le Chatelier's Principle

Change	Effect	Explanation
Decrease concentration of product		
Increase concentration of product		
Decrease concentration of reactant		
Increase concentration of reactant		
Increasing temperature of surroundings		
Decreasing the temperature of surroundings		
Increase the pressure		
Decrease the pressure		

Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	I play
8	Je mange	I eat
9	Je bois	I drink
10	Je lis	I read
11	J'achète	I buy
12	Je trouve	I find
13	Je travaille	I work
14	Je pense	I think
15	c'est	it's

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
5	J'ai détesté	I hated
6	J'ai joué	I played
7	J'ai mangé	I ate
8	J'ai acheté	I bought
9	J'ai trouvé	I found
10	J'ai travaillé	I worked
11	J'ai regardé	I watched
12	J'ai vu	I saw
13	J'ai bu	I drank
14	J'ai lu	I read

Near Future Tense – I am going to...		
1	Je vais être	be
2	Je vais avoir	have
3	Je vais aller	go
4	Je vais faire	do
5	Je vais jouer	play
6	Je vais regarder	watch
7	Je vais manger	eat
8	Je vais acheter	buy
9	Je vais travailler	work
10	Je vais voir	see
11	Je vais boire	drink
12	Je vais devenir	become
13	Je vais voyager	travel
14	ce sera	it will be

Conditional Tense – I would like to...		
1	Je voudrais être	be
2	Je voudrais avoir	have
3	Je voudrais aller	go
4	Je voudrais faire	do
5	Je voudrais jouer	play
6	Je voudrais regarder	watch
7	Je voudrais manger	eat
8	Je voudrais acheter	buy
9	Je voudrais travailler	work
10	Je voudrais voir	see
11	Je voudrais boire	drink
12	Je voudrais devenir	become
13	Je voudrais voyager	travel
14	ce serait	it would be

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il 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	It was
4	il y avait	there was/were

Present Tense		
1	Je suis	
2	J'ai	
3	Je fais	
4	Je vais	
5	J'aime	
6	Je déteste	
7	Je joue	
8	Je mange	
9	Je bois	
10	Je lis	
11	J'achète	
12	Je trouve	
13	Je travaille	
14	Je pense	
15	c'est	

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

Near Future Tense – I am going to...		
1	Je vais être	
2	Je vais avoir	
3	Je vais aller	
4	Je vais faire	
5	Je vais jouer	
6	Je vais regarder	
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8	Je vais acheter	
9	Je vais travailler	
10	Je vais voir	
11	Je vais boire	
12	Je vais devenir	
13	Je vais voyager	
14	ce sera	

Conditional Tense – I would like to...		
1	Je voudrais être	
2	Je voudrais avoir	
3	Je voudrais aller	
4	Je voudrais faire	
5	Je voudrais jouer	
6	Je voudrais regarder	
7	Je voudrais manger	
8	Je voudrais acheter	
9	Je voudrais travailler	
10	Je voudrais voir	
11	Je voudrais boire	
12	Je voudrais devenir	
13	Je voudrais voyager	
14	ce serait	

Il y a		
1	Il y a	
2	Il y avait	
3	Il y aura	
4	Il 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	

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

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

Intensifiers

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

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

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

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	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois	sometimes

Exclamations!!!

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

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...

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

Sentence Starters

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

Connectives

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

Intensifiers

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

Adjectives

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

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	

Frequency

1	tous les jours	
2	de temps en temps	
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Exclamations!!!

1	Quel dommage!	
2	Quel plaisir!	

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...	

Fancy Phrases

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

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

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
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14	J'ai lu	I read

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

Imperfect Tense - I used to		
1	J'étais	... be
2	J'allais	... go
3	J'avais	... have
4	Je faisais	... do
5	Je jouais	... play
6	Je regardais	... watch
7	J'écoutais	... listen
8	Je mangeais	... eat
9	Je buvais	... drink
10	J'achetais	... buy
11	J'aimais	... like
12	C'était	It 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'achèterai	I will buy
9	Je travaillerai	I will work
10	Je verrai	I will see
11	Je boirai	I will drink
12	Il 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

Present Tense		
1	Je suis	
2	J'ai	
3	Je fais	
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10	Je lis	
11	Je vois	
12	J'achète	
13	Je trouve	
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16	Je crois	
17	Je dois	
18	Je peux	
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20	c'est	

Perfect Tense		
1	Je suis allé(e)	
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3	J'ai fait	
4	J'ai aimé	
5	J'ai détesté	
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Il y a		
1	Il y a	
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Imperfect Tense - I used to		
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10	J'achetais	
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12	C'était	

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

Sentence Starters

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

Connectives

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

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	much/ a lot
6	trop	too
7	tellement	so
8	extrêmement	extremely

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

Exclamations!!!

1	Quel dommage!	What a shame!
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Signposting Time Frames

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5	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois/ parfois	sometimes

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

Sentence Starters

1	je pense que	
2	je crois que	
3	à mon avis	
4	selon moi	
5	je dirais que	
6	il me semble que	
7	d'un point de vue personnel	
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9	à cause du fait que	
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Connectives

1	parce que	
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4	pourtant	
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7	certes	
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9	donc	
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12	à moins que (+subj)	

Intensifiers

1	un peu	
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Exclamations!!!

1	Quel dommage!	
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Adjectives

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Signposting Time Frames

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Fancy Phrases

1	après avoir mangé	
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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	

Present Tense		
1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	es ist	it's

Perfect Tense		
1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	ich habe besucht	I visited

Using Geben		
1	es gibt	There is/are
2	es gab	There was/were
3	es wird...geben	There will be
4	es würde...geben	There would be

Simple Past		
1	ich war	I was
2	es war	it was
3	sie waren	they were
4	ich hatte	I had
5	es gab	there was/were

Conditional Fancy		
1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	be
2	...werden	become
3	...gehen	go
4	...fahren	travel
5	...spielen	play
6	...essen	eat
7	...trinken	drink
8	...sehen	see
9	...arbeiten	work
10	...lesen	read
11	...machen	make/do
12	...besuchen	visit

Structures With Infinitives		
1	ich muss...machen	I have to do
2	ich darf...machen	I am allowed to do
3	ich kann...machen	I can do
4	ich soll...machen	I should do
5	ich will...machen	I want to do
6	man muss/kann/soll...machen	you must/can/should do

Present Tense		
1	Ich bin	
2	Ich habe	
3	Ich mache	
4	Ich gehe	
5	Ich fahre	
6	Ich mag	
7	Ich hasse	
8	Ich spiele	
9	Ich esse	
10	Ich trinke	
11	Ich lese	
12	Ich sehe	
13	Ich kaufe	
14	Ich finde	
15	Ich arbeite	
16	Ich denke	
17	Ich muss	
18	Ich kann	
19	Ich will	
20	es ist	

Perfect Tense		
1	Ich bin gegangen	
2	Ich bin gefahren	
3	Ich bin geflogen	
4	Ich bin geblieben	
5	Ich habe gemacht	
6	Ich habe gespielt	
7	Ich habe gegessen	
8	Ich habe getrunken	
9	Ich habe gekauft	
10	Ich habe gearbeitet	
11	Ich habe gesehen	
12	Ich habe gelesen	
13	Ich habe gefunden	
14	ich habe besucht	

Using Geben		
1	es gibt	
2	es gab	
3	es wird...geben	
4	es würde...geben	

Simple Past		
1	ich war	
2	es war	
3	sie waren	
4	ich hatte	
5	es gab	

Conditional Fancy		
1	ich wäre	
2	es wäre	
3	sie wären	
4	ich hätte	
5	es gäbe	

Structures With Infinitives		
1	ich muss...machen	
2	ich darf...machen	
3	ich kann...machen	
4	ich soll...machen	
5	ich will...machen	
6	man muss/kann/soll...machen	

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	
2	...werden	
3	...gehen	
4	...fahren	
5	...spielen	
6	...essen	
7	...trinken	
8	...sehen	
9	...arbeiten	
10	...lesen	
11	...machen	
12	...besuchen	

Sentence Starters

1	meiner Meinung nach	in my opinion
2	meines erachtens	in my opinion
3	im Großen und Ganzen	all in all
4	ich denke, dass...	I think that
5	ich würde sagen, dass	I would say that
6	ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	oder	or
5	jedoch	however
6	außerdem	furthermore
7	weil/da	because
8	dass	that

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
8	ganz	totally

Adjectives

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

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
5	gewöhnlich	usually
6	dieses Abend	this evening
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future
10	am Wochenende	at the weekend

Frequency

1	jeden Tag	every day
2	ab und zu	from time to time
3	einmal pro Woche	once a week
4	zweimal pro Woche	twice a month
5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Fancy Phrases

1	es hat eine Menge Spaß gemacht	it was loads of fun
2	es hat sich wirklich gelohnt	it was really worth it
3	das hat mir gefallen	I liked it
4	ich freue mich schon darauf	I am already looking forward to it
5	ich werde mich amüsieren	I will enjoy myself

Perfect Past Examples

1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	Last weekend I went to the cinema/café/restaurant/stadium/museum and it was loads of fun.
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	I ate chicken, chips and salad and I drank cola. The food was very tasty and it was really worth it. Wow!

Fantastic Future Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	Next year I will travel with my friends to Berlin. I am already looking forward to it.
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	I would like to go to café and I would like to eat pizza. I will enjoy myself I love pizza.

Sentence Starters

1	meiner Meinung nach	
2	meines erachtens	
3	im Großen und Ganzen	
4	ich denke, dass...	
5	ich würde sagen, dass	
6	ich muss sagen, dass	

Connectives

1	und	
2	aber	
3	denn	
4	oder	
5	jedoch	
6	außerdem	
7	weil/da	
8	dass	

Intensifiers

1	ein bisschen	
2	ziemlich	
3	sehr	
4	wirklich	
5	echt	
6	zu	
7	so	
8	ganz	

Adjectives

1	lustig	
2	interessant	
3	spannend	
4	nützlich	
5	schön	
6	toll	
7	unglaublich	
8	langweilig	
9	anstrengend	
10	schwierig	
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Signposting Time Frames

1	letztes Jahr	
2	letzte Woche	
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Frequency

1	jeden Tag	
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2	es hat sich wirklich gelohnt	
3	das hat mir gefallen	
4	ich freue mich schon darauf	
5	ich werde mich amüsieren	

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1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	

Future Tense Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	

Present Tense		
1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	es ist	it's

Perfect Tense		
1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	ich habe besucht	I visited

Using Geben		
1	es gibt	There is/are
2	es gab	There was/were
3	es wird...geben	There will be
4	es würde...geben	There would be

Simple Past		
1	ich war	I was
2	es war	it was
3	sie waren	they were
4	ich hatte	I had
5	es gab	there was/were

Conditional Fancy		
1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	be
2	...werden	become
3	...gehen	go
4	...fahren	travel
5	...spielen	play
6	...essen	eat
7	...trinken	drink
8	...sehen	see
9	...arbeiten	work
10	...lesen	read
11	...machen	make/do
12	...besuchen	visit

Structures With Infinitives		
1	ich muss...machen	I have to do
2	ich darf...machen	I am allowed to do
3	ich kann...machen	I can do
4	ich soll...machen	I should do
5	ich will...machen	I want to do
6	man muss/kann/soll...machen	you must/can/should do

Present Tense		
1	Ich bin	
2	Ich habe	
3	Ich mache	
4	Ich gehe	
5	Ich fahre	
6	Ich mag	
7	Ich hasse	
8	Ich spiele	
9	Ich esse	
10	Ich trinke	
11	Ich lese	
12	Ich sehe	
13	Ich kaufe	
14	Ich finde	
15	Ich arbeite	
16	Ich denke	
17	Ich muss	
18	Ich kann	
19	Ich will	
20	es ist	

Perfect Tense		
1	Ich bin gegangen	
2	Ich bin gefahren	
3	Ich bin geflogen	
4	Ich bin geblieben	
5	Ich habe gemacht	
6	Ich habe gespielt	
7	Ich habe gegessen	
8	Ich habe getrunken	
9	Ich habe gekauft	
10	Ich habe gearbeitet	
11	Ich habe gesehen	
12	Ich habe gelesen	
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11	...machen	
12	...besuchen	

Sentence Starters

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

Connectives

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

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
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Adjectives

1	lustig	funny
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Exclamations!!!

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Signposting Time Frames

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Fancy Phrases

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	I 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

Sentence Starters

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5	aber auf der anderen Seite	
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10	ich glaube, dass...	
11	ich muss sagen, dass	

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12	wenn	

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6	je (heißer), desto besser	
7	ich freue mich schon darauf	
8	es wird bestimmt viel Spaß machen	

1. French Indochina

1	Who controlled Vietnam before WWII?	<ol style="list-style-type: none"> The French took control of Vietnam and it's surrounding countries in the 19th Century. It was known as French Indochina French rule was harsh for the Vietnamese people
2	Who were the Vietminh?	<ol style="list-style-type: none"> During WWII, Japan invaded and occupied Indochina Japanese rule was even more difficult than French rule had been Ho Chi Minh, a Vietnamese Communist, formed a resistance group to fight against the Japanese
3	What was the First Indochina War?	<ol style="list-style-type: none"> After the Japanese surrender, France decided to fight to regain control over it's old colony The Vietminh continued to fight for Vietnamese independence The war ended in 1954 with French defeat at the Battle of Dien Bien Phu
4	What did the Geneva Conference agree?	<ol style="list-style-type: none"> In 1954, representatives from Vietnam, the Vietminh, France and the USA met in Geneva They agreed that Vietnam would be split along the 17th Parallel – to be reunited in 1965 with an election The North would be run by Ho Chi Minh and the South would be run by Ngo Dinh Diem

3. Early US involvement

1	Why did the US get involved?	<ol style="list-style-type: none"> The US were fearful of the spread of communism in Asia, especially after the outcome of the Korean War By the mid 1950s, US politicians were convinced that the USSR and China were committed to spread communism Eisenhower first used the term Domino Theory to describe his fear of Laos, Cambodia and Thailand becoming communist if Vietnam did
2	Eisenhower's actions	<ol style="list-style-type: none"> In November 1955 Eisenhower sent military advisors to train the ARVN Between 1955 and 1960 he sent nearly \$2 billion in aid to South Vietnam Between 1954-1961 he gave Diem 78% of the US foreign aid budget
3	Kennedy's actions	<ol style="list-style-type: none"> Increased the number of military experts in Vietnam to 16,000 Sent 300 US helicopter pilots to South Vietnam to transport ARVN troops Supported the Strategic Hamlet Programme Increased financial aid to South Vietnam – ARVN troops increased by 20,000 by the end of 1961

2. Diem's Rule

1	How did Diem rule?	<ol style="list-style-type: none"> He was a harsh and corrupt ruler He was an extreme Catholic and oppressed Buddhists in his country He took lands off peasants to give to his friends and family He rigged the 1955 election in South Vietnam and arrested anyone who opposed him
2	Who opposed Diem?	<ol style="list-style-type: none"> Buddhists organized hunger strikes, mass rallies and press conferences A monk called Thich Quang Duc burned himself alive while other Buddhists handed out leaflets calling for change The NLF were a nationalist group who wanted to unite Vietnam The NFL targeted Diem's officials
3	Civil War in South Vietnam	<ol style="list-style-type: none"> By 1957, civil war broke out between the NLF and the ARVN The NLF were sent money and supplies by Ho Chi Minh The ARVN had the support of the USA, who sent money, weapons, military vehicles and military advisors Over the 1950s the USA sent \$1.6 billion to the ARVN In 1961 Kennedy became US president and decided to withdraw his support for Diem Diem and his brother were killed in a coup by his own generals in November 1963

Key word	Definition
17th Parallel	The dividing line between North Vietnam and South Vietnam
ARVN	Army of the Republic of Vietnam - The national army of South Vietnam.
Containment	The US policy of limiting the spread of any more communism.
Democratic Republic of Vietnam	The name given to the North of Vietnam by Ho Chi Minh
Domino Theory	The political idea that if one nation fell to Communism, the surrounding ones would too
French Indochina	The French colonial term for Cambodia, Laos, and Vietnam
Guerrilla Tactics	A type of warfare that relies on surprise raids and sabotaging communication and supply lines
NLF	National Liberation Front. Formed to fight against Diem's rule
Republic of Vietnam	The corrupt, U.S.-backed government of South Vietnam
Strategic Hamlet Programme	A programme that forced peasants to leave Vietcong controlled areas into fortified villages
Viet Cong (VC)	Slang term for the North Vietnam army used by the USA
Vietminh	Vietnamese Communist resistance forces, based in northern Vietnam and led by Ho Chi Minh

1. French Indochina

1	Who controlled Vietnam before WWII?	
2	Who were the Vietminh?	
3	What was the First Indochina War?	
4	What did the Geneva Conference agree?	

2. Diem's Rule

1	How did Diem rule?	
2	Who opposed Diem?	
3	Civil War in South Vietnam	

3. Early US involvement

1	Why did the US get involved?	
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Key word	Definition
17th Parallel	
ARVN	
Containment	
Democratic Republic of Vietnam	
Domino Theory	
French Indochina	
Guerrilla Tactics	
NLF	
Republic of Vietnam	
Strategic Hamlet Programme	
Viet Cong (VC)	
Vietminh	

4. How did USA become directly involved in Vietnam?

1	President Johnson's views	<ol style="list-style-type: none"> When Kennedy was assassinated, his vice president Johnson took over. He was re-elected in 1964 He wanted to continue Kennedy's peaceful involvement but his advisors wanted him to become more involved Johnson set up Operation 34A to send mercenaries into North Vietnam and US naval ships into the Gulf of Tonkin
2	What was the Gulf of Tonkin incident?	<ol style="list-style-type: none"> One naval ship patrolling the Gulf of Tonkin was the USS Maddox In August, when the Maddox was thought to have been attacked by North Vietnamese boats, Johnson used this as justification to declare war
3	The Gulf of Tonkin Resolution	<ol style="list-style-type: none"> 7th August 1964, the Gulf of Tonkin Resolution was passed This gave the president permission to take any military action necessary Within six months, the US had launched a mass bombing campaign By March 1965, 3500 US marines arrived in South Vietnam

5. Vietcong tactics

1	Guerrilla tactics	<ol style="list-style-type: none"> Guerrilla fighters did not wear uniform so they were hard to tell apart from civilians They work in small groups, attacked and raided enemy camps in surprise attacks These tactics are designed to destroy the morale of the enemy
2	The Ho Chi Minh Trail	<ol style="list-style-type: none"> This was a 15,000 km supply route for the North Vietnamese government to supply the Vietcong with weapons The Vietcong received 60 tonnes of supplies, weapons and equipment per day
3	Hanging on the belt	<ol style="list-style-type: none"> The Vietcong stayed close to the US troops so they could launch surprise attacks Around 51% of US casualties were caused by Vietcong ambushes This was also a way to avoid bombing attacks
4	Chu Chi Tunnels	<ol style="list-style-type: none"> The Vietcong built a tunnel system over 300km long to avoid detection They contained workshops, hospitals, storehouses and kitchens
5	Booby traps	<ol style="list-style-type: none"> Punji traps were booby traps made of sharpened bamboo – the Vietcong would tip the spikes with excrement to create infection Bouncing betties were land mines that launched into the air and exploded at stomach height 10% of US deaths were caused by Vietcong booby traps

6. US tactics

1	Operation Rolling Thunder	<ol style="list-style-type: none"> This was a mass bombing campaign targeting North Vietnamese government buildings From 1964-1967 1 million tonnes of bombs were dropped
2	Search and destroy	<ol style="list-style-type: none"> A tactic where US soldiers would search villages for Vietcong soldiers and destroy the village as a warning They became known as zippo raids after the lighter used to burn down the village This caused terror and hatred for the US
4	Cluster bombs	<ol style="list-style-type: none"> Sometimes called pineapple bombs. They exploded in the air and released up to 600 smaller bombs to cause injury and attract medics to the scene
5	Chemical weapons	<ol style="list-style-type: none"> Agent Orange was a highly toxic weed killer the US used to destroy the jungle Agent Blue was used to destroy crops and disrupt the Vietcong's food supplies These chemical weapons could birth defects in newborns Napalm was used to burn through jungles but would also burn through skin and bone.
6	Impact of US tactics	<ol style="list-style-type: none"> The tactics were horrific and caused hatred of the US as many innocent civilians were killed There was some success in disrupting the supply lines but not for long

Key word	Definition
Agent Blue/Orange	A chemical herbicide and defoliant that U.S. forces sprayed to expose Vietcong hideouts
Bouncing Betty	A form of landmine used by the US troops in Vietnam
Cluster Bomb	Bombs used to cause maximum damage and attract medics for a second explosion
Fragging	When US servicemen killed their own superior officers
Napalm	A flammable, sprayable, gasoline-based gel used by the US troops
Operation Rolling Thunder	Blanket bombing tactic used by the US troops
Search and Destroy	US military strategy of proactively to locate and kill Viet Cong forces.
Zippo raid	Search and destroy missions which involved burning down Vietnamese villages

7. Morale

1	What was US morale like?	<ol style="list-style-type: none"> US soldiers became disheartened from repeated ambush attacks Some were traumatised by the effects of the tactics there were using
2	Impact of low morale	<ol style="list-style-type: none"> Some soldiers began to blame the Vietnamese people and taking out their frustrations on them Some soldiers became so frustrated that they would murder their commanding officers to avoid carrying out their orders

4. How did USA become directly involved in Vietnam?

1	President Johnson's views	
2	What was the Gulf of Tonkin incident?	
3	The Gulf of Tonkin Resolution	

Key word	Definition
Agent Blue/Orange	
Bouncing Betty	
Cluster Bomb	
Fragging	
Napalm	
Operation Rolling Thunder	
Search and Destroy	
Zippo raid	

5. Vietcong tactics

1	Guerrilla tactics	
2	The Ho Chi Minh Trail	
3	Hanging on the belt	
4	Chu Chi Tunnels	
5	Booby traps	

6. US tactics

1	Operation Rolling Thunder	
2	Search and destroy	
4	Cluster bombs	
5	Chemical weapons	
6	Impact of US tactics	

7. Morale

1	What was US morale like?	
2	Impact of low morale	

7. The Tet offensive

1	What was the Tet offensive?	<ol style="list-style-type: none"> 1. On 30th January 1968, there was a temporary ceasefire to honour the Vietnamese new year 2. 84,000 Vietcong and North Vietnamese troops attacked over 100 towns, cities and US bases 3. There was also an attack on the US embassy in Saigon
2	How did it end?	<ol style="list-style-type: none"> 1. Although the Vietcong had early successes 2. The US forces quickly regained control of the attacked areas 3. Around 50,000 North Vietnamese and 10,000 Vietcong fighters were killed while only 10,000 US and ARVN troops were killed
3	Why was it important?	<ol style="list-style-type: none"> 1. It was a major political and psychological victory for the Vietcong 2. The offensive was filmed and photographed by US journalists
4	Impact of the Tet Offensive	<ol style="list-style-type: none"> 1. After the offensive the US public became increasingly disillusioned with the war – they realised the US weren't close to winning 2. At the end of March, Johnson announced that he would not be running for re-election 3. General Westmoreland (head of US forces in Vietnam) was replaced in June 4. US forces used an enormous amount of artillery and air power – the war was costing \$30 billion a year 5. A huge number of Vietnamese civilians were killed during the offensive – leading to further opposition.

8. The My Lai Massacre

1	Background to the massacre	<ol style="list-style-type: none"> 1. The Charlie company were a unit of the US army. 2. They suffered 28 casualties including 5 dead as a result of sniper attacks and booby traps
2	What was the My Lai Massacre?	<ol style="list-style-type: none"> 1. In early March, it was reported that a Vietcong base in 200 the My Lai area. 2. Charlie company were ordered to go on a search and destroy mission 3. They began firing as soon as they landed and destroying houses 4. No Vietcong guerrillas were discovered. 5. The soldiers killed somewhere between 300 and 500 civilians. 6. Some soldiers also tortured and raped some of the villagers
3	What happened afterwards?	<ol style="list-style-type: none"> 1. When the US troops returned they reported that only 22 civilians had been killed and the rest were Vietcong fighters. 2. In March 1969 a soldier named Ronald Ridenhour wrote letters to 30 US politicians and military officials exposing the massacre 3. Time magazine published photographs of the massacre taken by an official army photographer
4	The Investigations	<ol style="list-style-type: none"> 1. There were 2 investigations into the massacre. 2. The final report concluded that the Charlie company were guilty of murdering unarmed civilians and recommended action against the men guilty of rape, murder and cover-up 3. In early 1970, 14 high-ranking army officials were charged with covering up the truth but most charges were dropped 4. Only Lieutenant Calley was charge guilty with the murder of 109 people. He was sentenced to life in prison. 5. After some protest, President Nixon was released in November 1974
6	Impact of the massacre	<ol style="list-style-type: none"> 1. The US were deeply shocked by the brutality of their own troops 2. Mistrust of the army and the government increased 3. In late 1969, around 700,000 people protested against the war in Washington

7. Anti-war protest under Johnson

1	Why did people oppose the Vietnam war?	<ol style="list-style-type: none"> 1. Some people objected on moral grounds, asking why humans were bombing other humans 2. Other people questioned why the US were fighting instead of helping South Vietnam 3. People were shocked by the imaged of their own soldiers being killed- the average age of a Vietnam combat soldier was 19. 4. Martin Luther King declared he was against the war, arguing that the money should be spent on the problems in the USA. 5. The draft system was unfair, especially when there were a disproportionate amount of black people being drafted. 6. Many men, known as draft dodgers, tried to avoid being called up to the army – famously Muhammad Ali was arrested for draft dodging 7. Johnson had promised to improve the USA with his Great Society Project, but instead the war was costing \$30 billion a year
2	How did people protest?	<ol style="list-style-type: none"> 1. In October 1965 there were anti war protests in more than 90 US cities 2. In October 1967 100,000 protesters gathered at the Lincoln memorial 3. An organization called the SDS began organizing 'teach ins' and organized lectures 4. Often protests became violent and protestors clashed with the police 5. Johnson was personally criticised., student protestors chanted "Hey, hey LBJ! How many kids did you kill today?"

7. The Tet offensive

1	What was the Tet offensive?	
2	How did it end?	
3	Why was it important?	
4	Impact of the Tet Offensive	

8. The My Lai Massacre

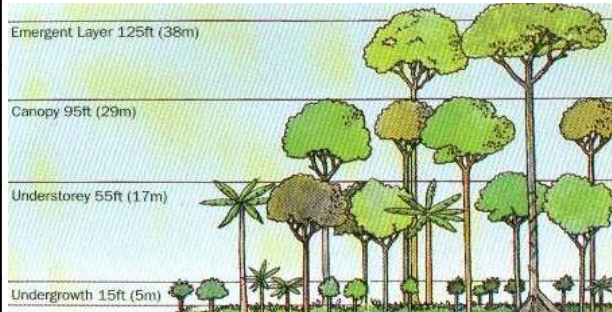
1	Background to the massacre	
2	What was the My Lai Massacre?	
3	What happened afterwards?	
4	The Investigations	
6	Impact of the massacre	

7. Anti-war protest under Johnson

1	Why did people oppose the Vietnam war?	
2	How did people protest?	

A. Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.

1	Biotic and Abiotic. Food chains and webs.	The balance between components. The impact on the ecosystem of changing one component.
2	Global ecosystems and Biomes	Distribution and characteristics of large scale natural global ecosystems.
3	Epping forest	An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.



C. Deforestation has economic and environmental impacts.

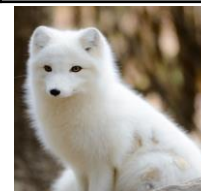
1	Tropical Rainforest-named example	The Amazon rainforest, Brazil
2	Cause of deforestation	economic development, soil erosion, contribution to climate change.
3	Impacts of deforestation	economic development, soil erosion, contribution to climate change.

D. Tropical rainforests need to be managed to be sustainable.

1	Value of tropical rainforests to people and the environment.	Climate regulator, medicine, wood, cultural heritage, habitat, research, precious minerals.
2	Strategies to manage tropical rainforests	Selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.

E. Cold environments (polar and tundra) have a range of distinctive characteristics.

1	Polar and tundra environments	The physical characteristics of a cold environment.
2	Relationships in a cold environment ecosystem	The interdependence of climate, permafrost, soils, plants, animals and people.
3	Adaptation in cold environments	How plants and animals adapt to the physical conditions.



F. Development of cold environments creates opportunities and challenges.

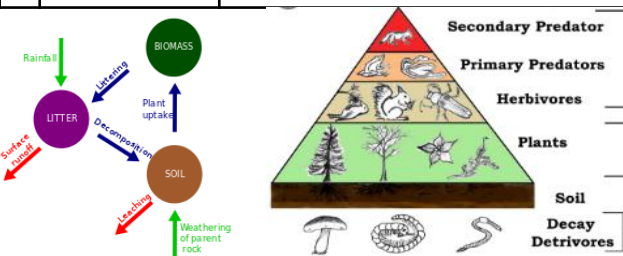
1	Named example	Alaska USA
2	Opportunities in Alaska	Mineral extraction, energy, fishing and tourism
3	Challenges in Alaska	Extreme temperature, inaccessibility, provision of buildings and infrastructure.

G. Cold environments are at risk from economic development.

1	Wilderness areas	The value of cold environments as wilderness areas and why these fragile environments should be protected.
2	Management of cold environments	Balancing the needs of economic development and conservation in cold environments – use of technology, role of governments, international agreements and conservation groups

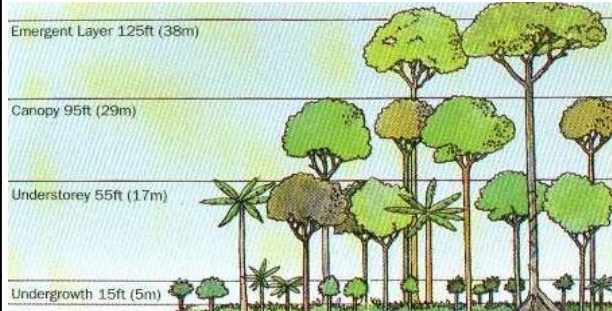
B. Tropical rainforest ecosystems have a range of distinctive characteristics.

1	Rainfall, temperature, structure of a tropical rainforest	The physical characteristics of a tropical rainforest.
2	Relationships between biotic and abiotic components of the rainforest	The interdependence of climate, water, soils, plants, animals and people.
3	Adaptations	How plants and animals adapt to the physical conditions.



A. Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.

1	Biotic and Abiotic. Food chains and webs.	
2	Global ecosystems and Biomes	
3	Epping forest	

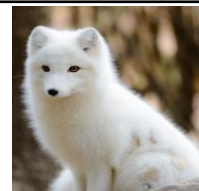


C. Deforestation has economic and environmental impacts.

1	Tropical Rainforest-named example	
2	Cause of deforestation	
3	Impacts of deforestation	

E. Cold environments (polar and tundra) have a range of distinctive characteristics.

1	Polar and tundra environments	
2	Relationships in a cold environment ecosystem	
3	Adaptation in cold environments	



F. Development of cold environments creates opportunities and challenges.

1	Named example	
2	Opportunities in Alaska	
3	Challenges in Alaska	

D. Tropical rainforests need to be managed to be sustainable.

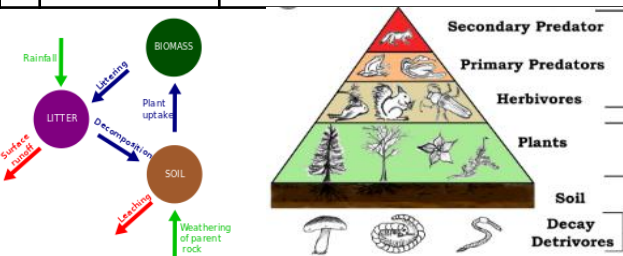
1	Value of tropical rainforests to people and the environment.	
2	Strategies to manage tropical rainforests	

G. Cold environments are at risk from economic development.

1	Wilderness areas	
2	Management of cold environments	

B. Tropical rainforest ecosystems have a range of distinctive characteristics.

1	Rainfall, temperature, structure of a tropical rainforest	
2	Relationships between biotic and abiotic components of the rainforest	
3	Adaptations	



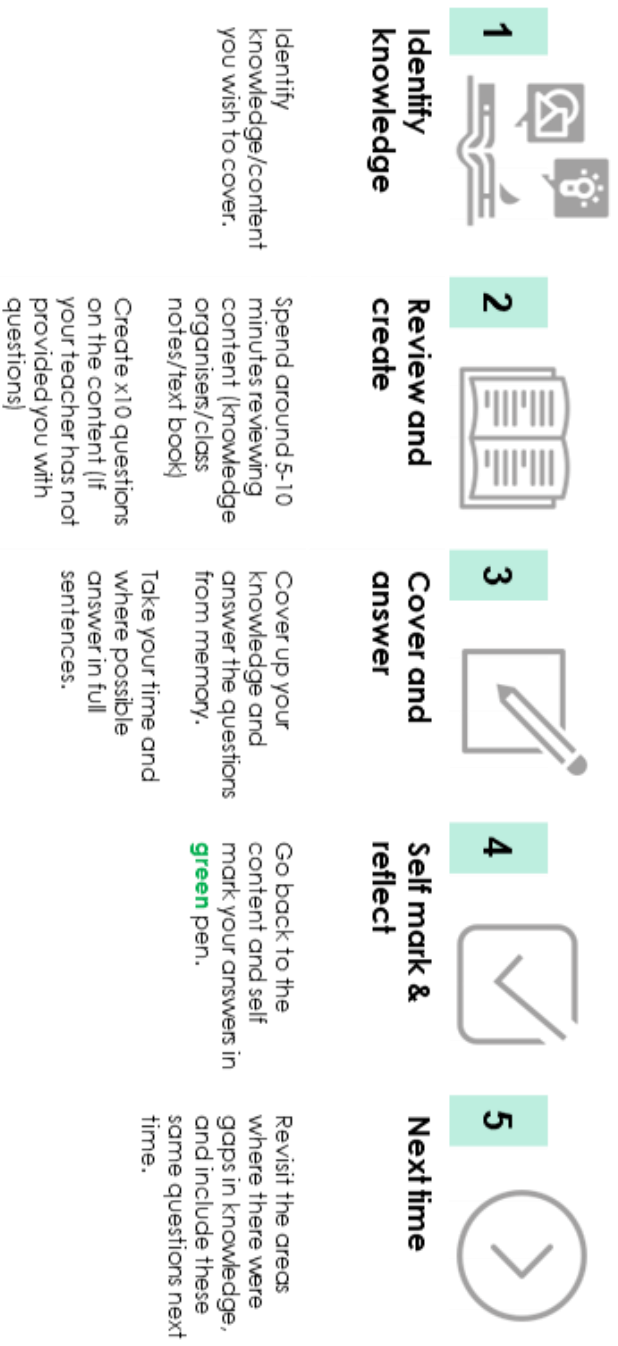
1) Consumer	Creature that eats animals and/or plant matter.
2) Decomposer	An organism such as a bacterium or fungus, that breaks down dead tissue, which is then recycled to the environment.
3) Ecosystem	A community of plants and animals that interact with each other and their physical environment.
4) Food chain	The connections between different organisms (plants and animals) that rely on one another as their source of food.
5) Food web	A complex hierarchy of plants and animals relying on each other for food.
6) Nutrient cycling	A set of processes whereby organisms extract minerals necessary for growth from soil or water, before passing them on through the food chain - and ultimately back to the soil and water.
7) Global ecosystem	Very large ecological areas on the earth's surface (or biomes), with fauna and flora (animals and plants) adapting to their environment. Examples include tropical rainforest and hot desert.
8) Producer	An organism or plant that is able to absorb energy from the sun through photosynthesis.

9) Biodiversity	The variety of life in the world or a particular habitat
10) Commercial farming	Farming to sell produce for a profit to retailers or food processing companies.
11) Debt reduction	Countries are relieved of some of their debt in return for protecting their rainforests.
12) Deforestation	The chopping down and removal of trees to clear an area of forest.
13) Ecotourism	Responsible travel to natural areas that conserves the environment, sustains the wellbeing of the local people, and may involve education. It is usually carried out in small groups and has minimal impact on the local ecosystem.
14) Logging	The business of cutting down trees and transporting the logs to sawmills.
15) Mineral extraction	The removal of solid mineral resources from the earth. These resources include ores, which contain commercially valuable amounts of metals, such as iron and aluminum; precious stones, such as diamonds; building stones, such as granite; and solid fuels, such as coal and oil shale.
16) Selective logging	The cutting out of trees which are mature or inferior, to encourage the growth of the remaining trees in a forest or wood.

17) Soil erosion	Removal of topsoil faster than it can be replaced, due to natural (water and wind action), animal, and human activity. Topsoil is the top layer of soil and is the most fertile because it contains the most organic, nutrient-rich materials.
18) Subsistence farming	A type of agriculture producing food and materials for the benefit only of the farmer and his family.
19) Sustainability	Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs.
20) Appropriate technology	(Also called Intermediate technology) Technology that is suited to the needs, skills, knowledge and wealth of local people in the environment in which they live. It usually combines simple ideas with cheap and readily available materials, especially for use in poorer countries, and is environmentally friendly.
21) Biodiversity	The variety of life in the world or a particular habitat
22) Fragile environment	An environment that is both easily disturbed and difficult to restore if disturbed. Plant communities in fragile areas have evolved in highly specialized ways to deal with challenging conditions. As a result, they cannot tolerate environmental changes.
23) Polar	The regions of Earth surrounding the North and South Poles. These regions are dominated by Earth's polar ice caps, the northern resting on the Arctic Ocean and the southern on the continent of Antarctica.
24) Tundra	The flat, treeless Arctic regions of Europe, Asia and North America, where the ground is permanently frozen. Lichen, moss, grasses and dwarf shrubs can grow here.
25) Wilderness area	The flat, treeless Arctic regions of Europe, Asia and North America, where the ground is permanently frozen. Lichen, moss, grasses and dwarf shrubs can grow here.

1) Consumer		9) Biodiversity		17) Soil erosion	
2) Decomposer		10) Commercial farming		18) Subsistence farming	
3) Ecosystem		11) Debt reduction		19) Sustainability	
4) Food chain		12) Deforestation		20) Appropriate technology	
5) Food web		13) Ecotourism		21) Biodiversity	
6) Nutrient cycling		14) Logging		22) Fragile environment	
7) Global ecosystem		15) Mineral extraction		23) Polar	
8) Producer		16) Selective logging		24) Tundra	
				25) Wilderness area	

Self-quizzing

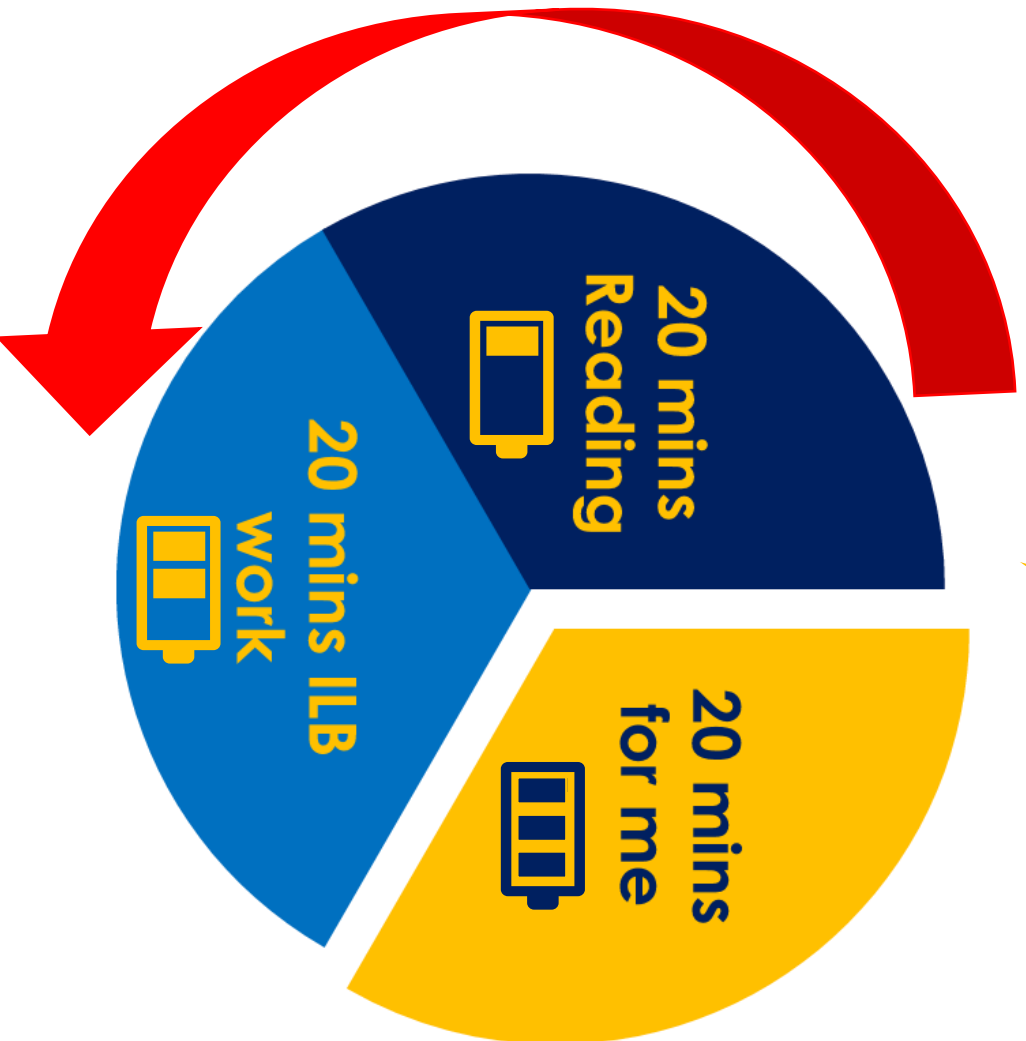


Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

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

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

The Beckfoot Power ⚡ Hour



The Beckfoot Power Hour is a way to help you build positive routines around your independent learning. Little and often is the key!

Your Power Hour should include three chunks: 20 minutes of **reading**; 20 minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20 minutes of **something you really enjoy** as a reward at the end.

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

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

Flash Cards

1

Identify knowledge

2

Colour coding

3

Designing

4

Using

5

Feedback

What are you creating flash cards on?

Do you have your knowledge organizer?

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

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

1 Question per flashcard.

Making them concise and clear.

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

No extended answer questions.

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

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards every day.

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

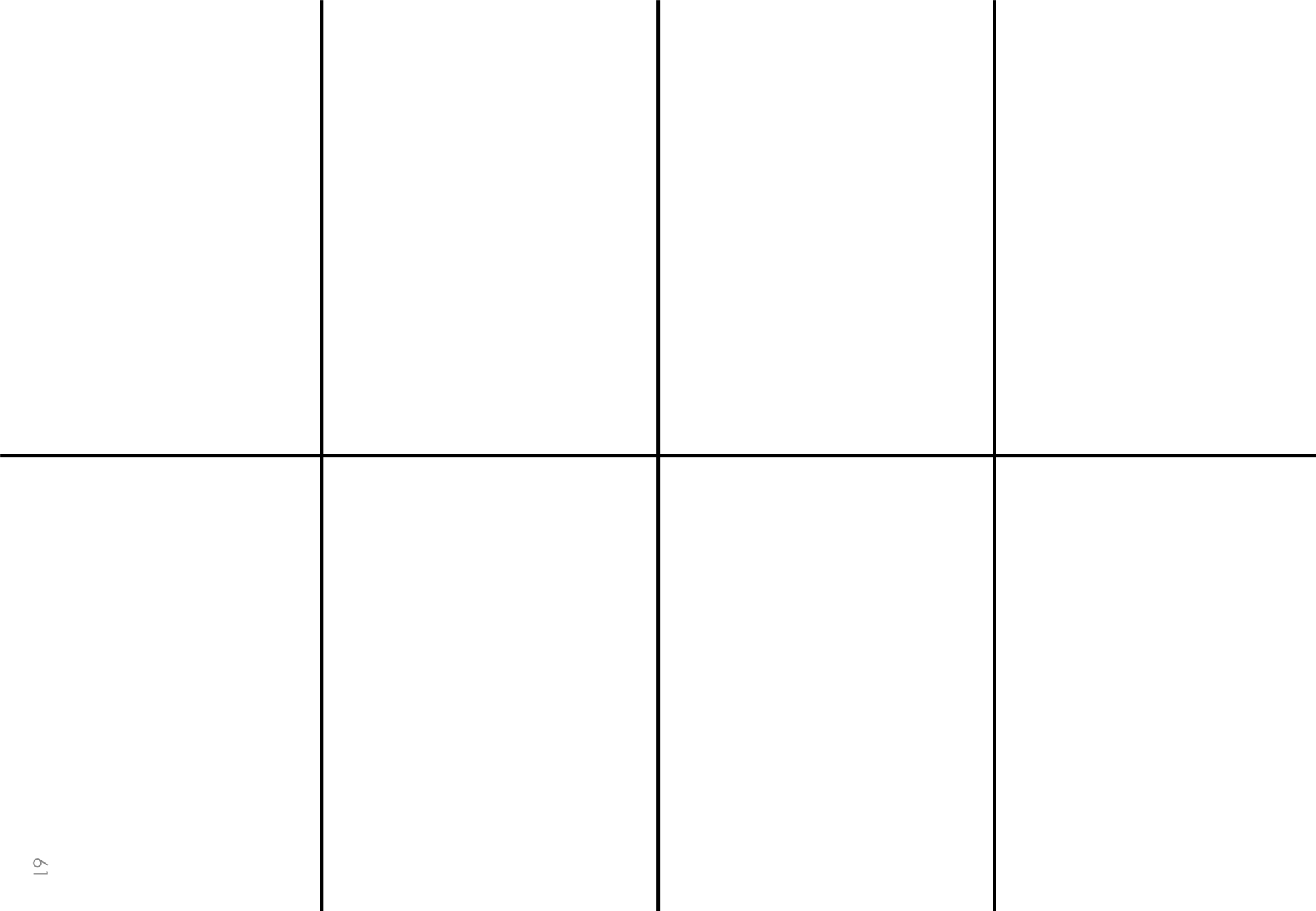
Is there anything you need to revisit in more detail?

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

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

Use this table to help you keep track of the flash cards you have made and used this half term. There are some flash-card templates for you to use overleaf.

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



Mind-Maps



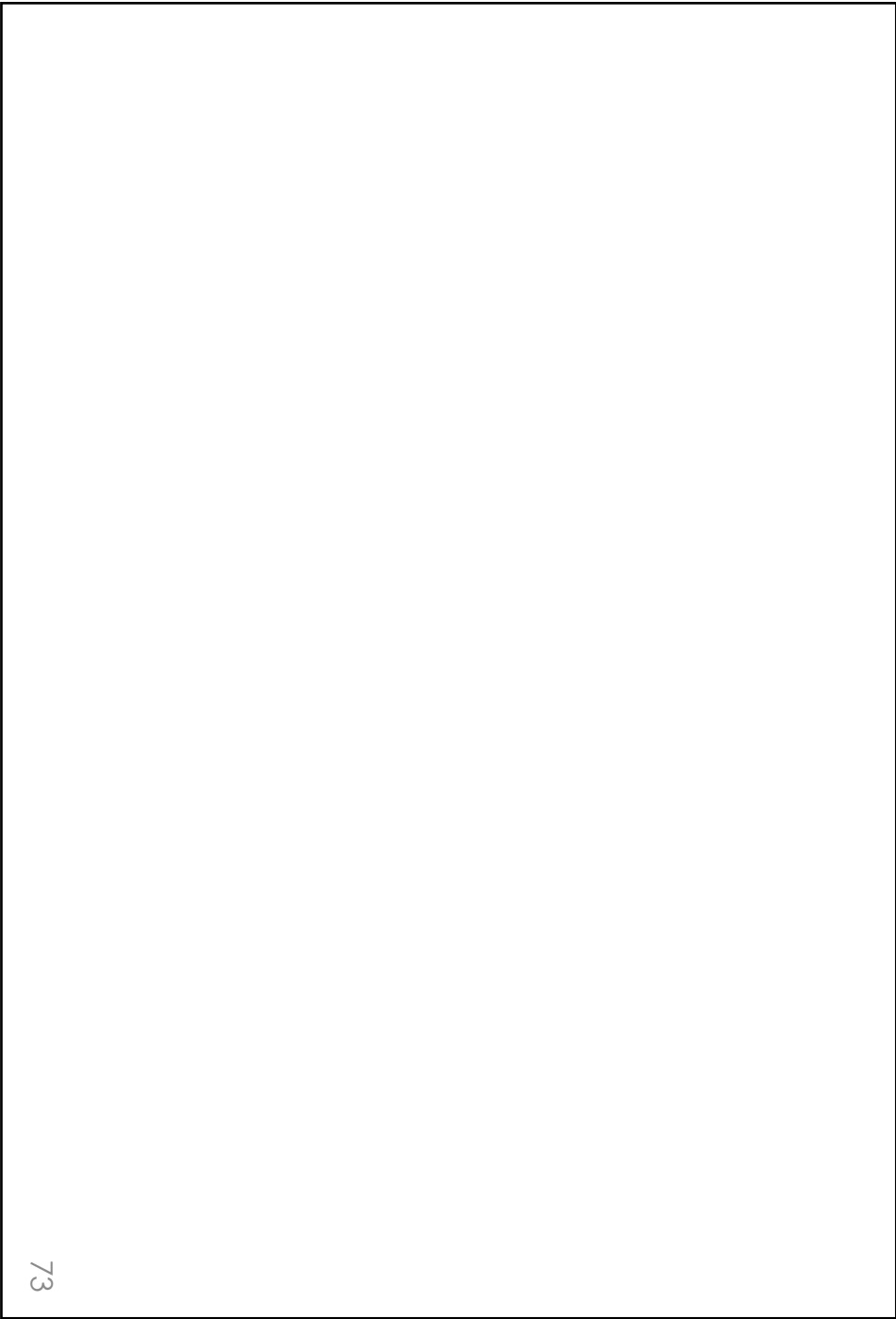
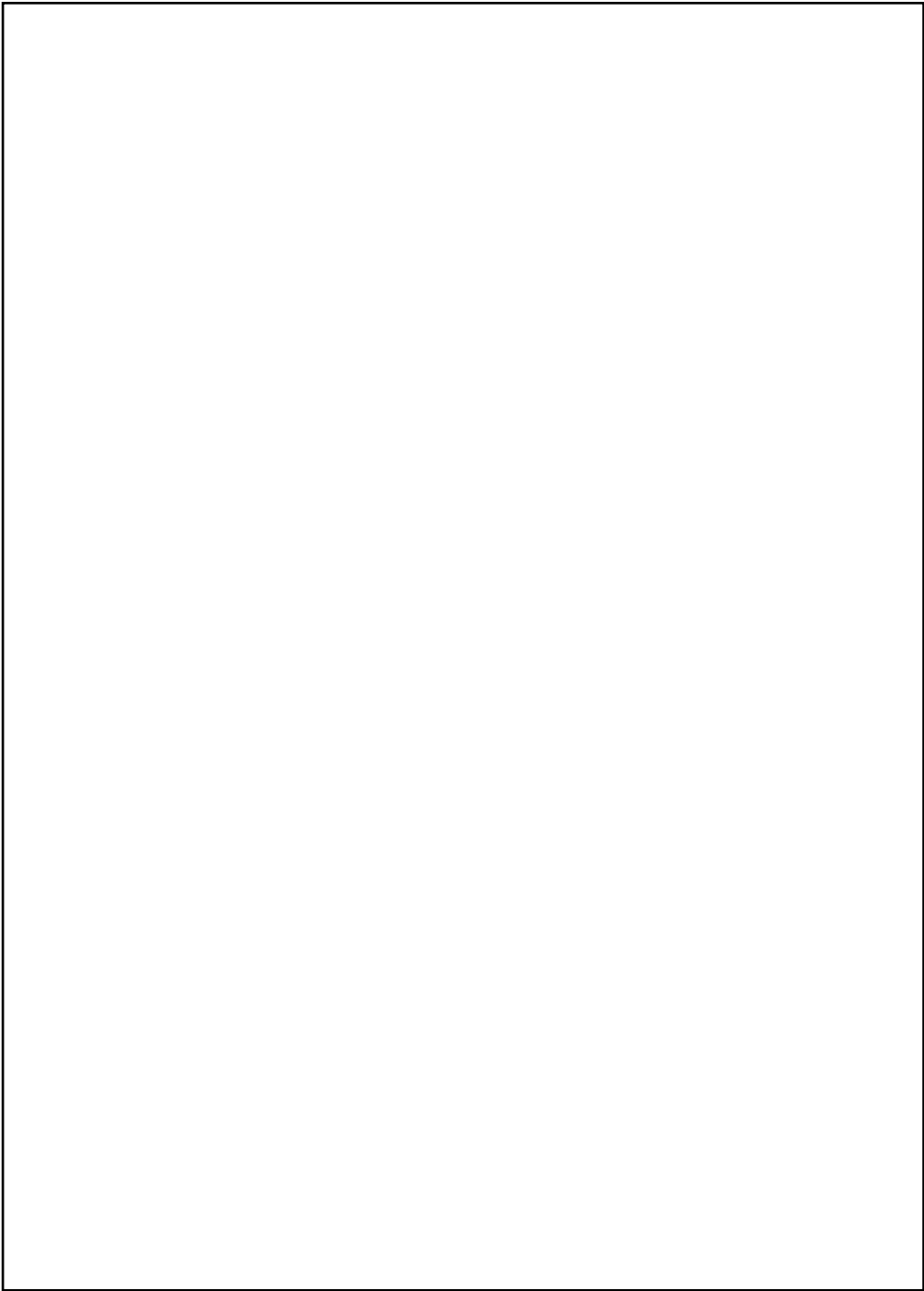
1	2	3	4	5
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Identify knowledge	Identify sub topics	Branch off	Use images & colour	Put it somewhere visible
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.
		Try not to fill the page with too much writing.		

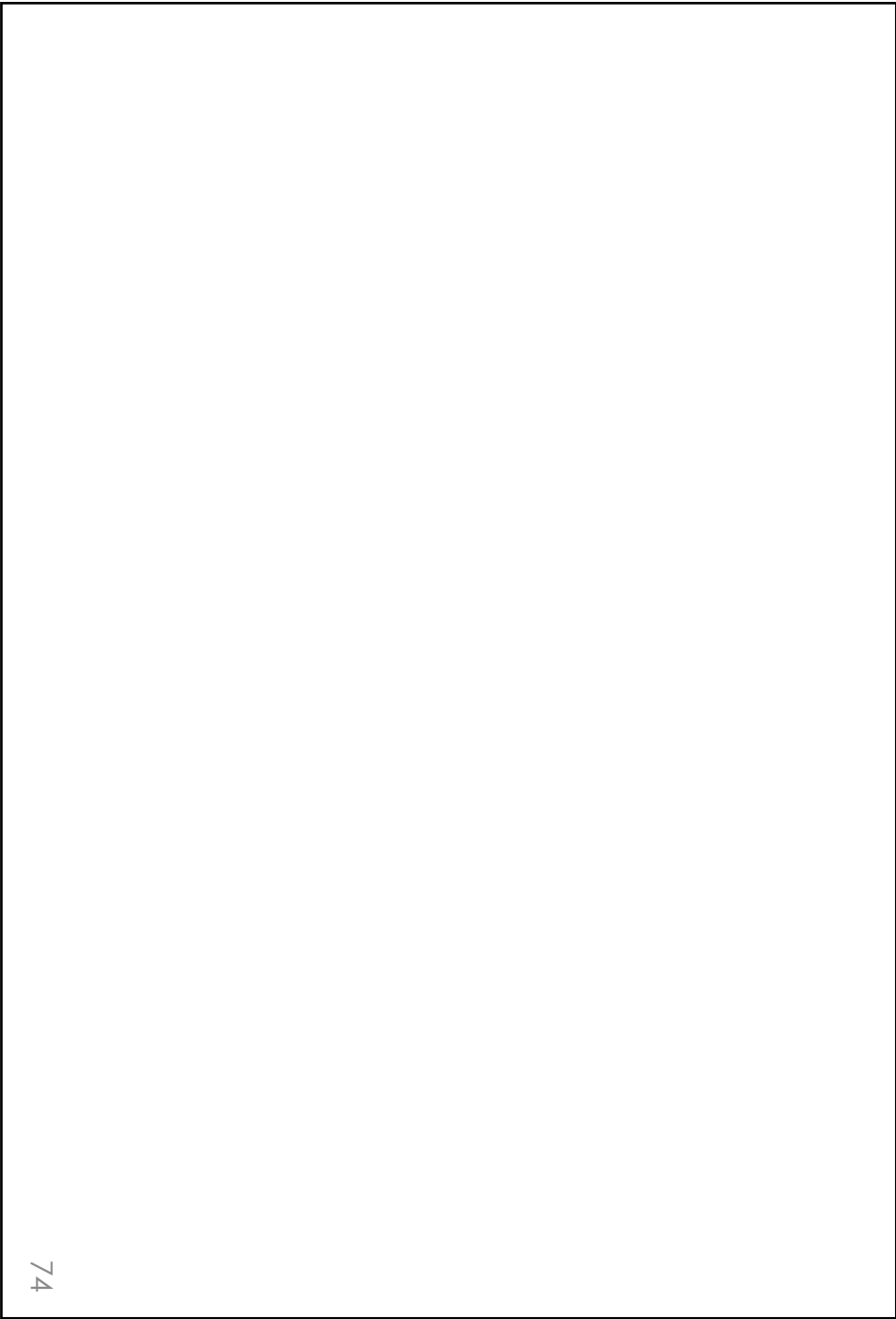
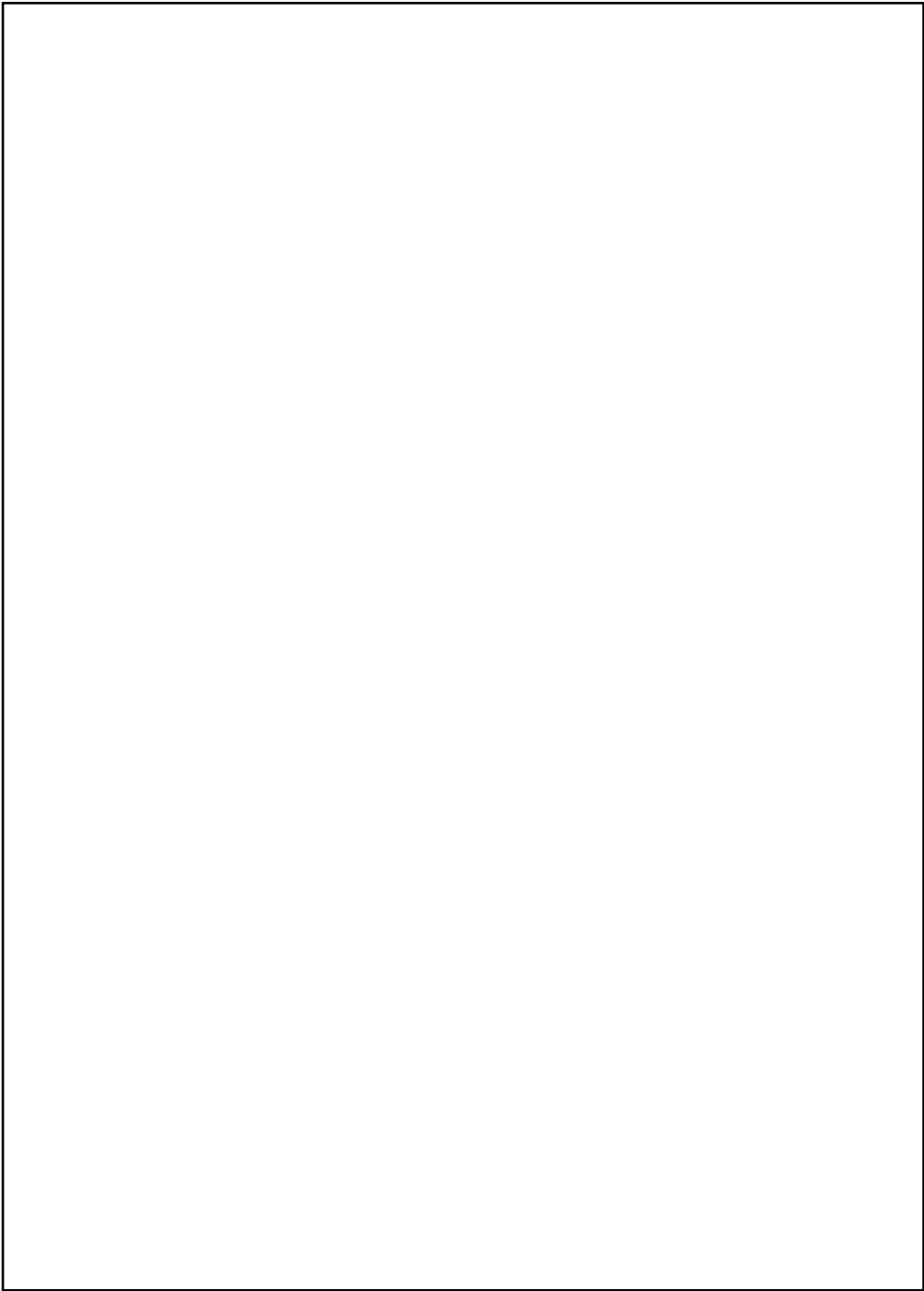
Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

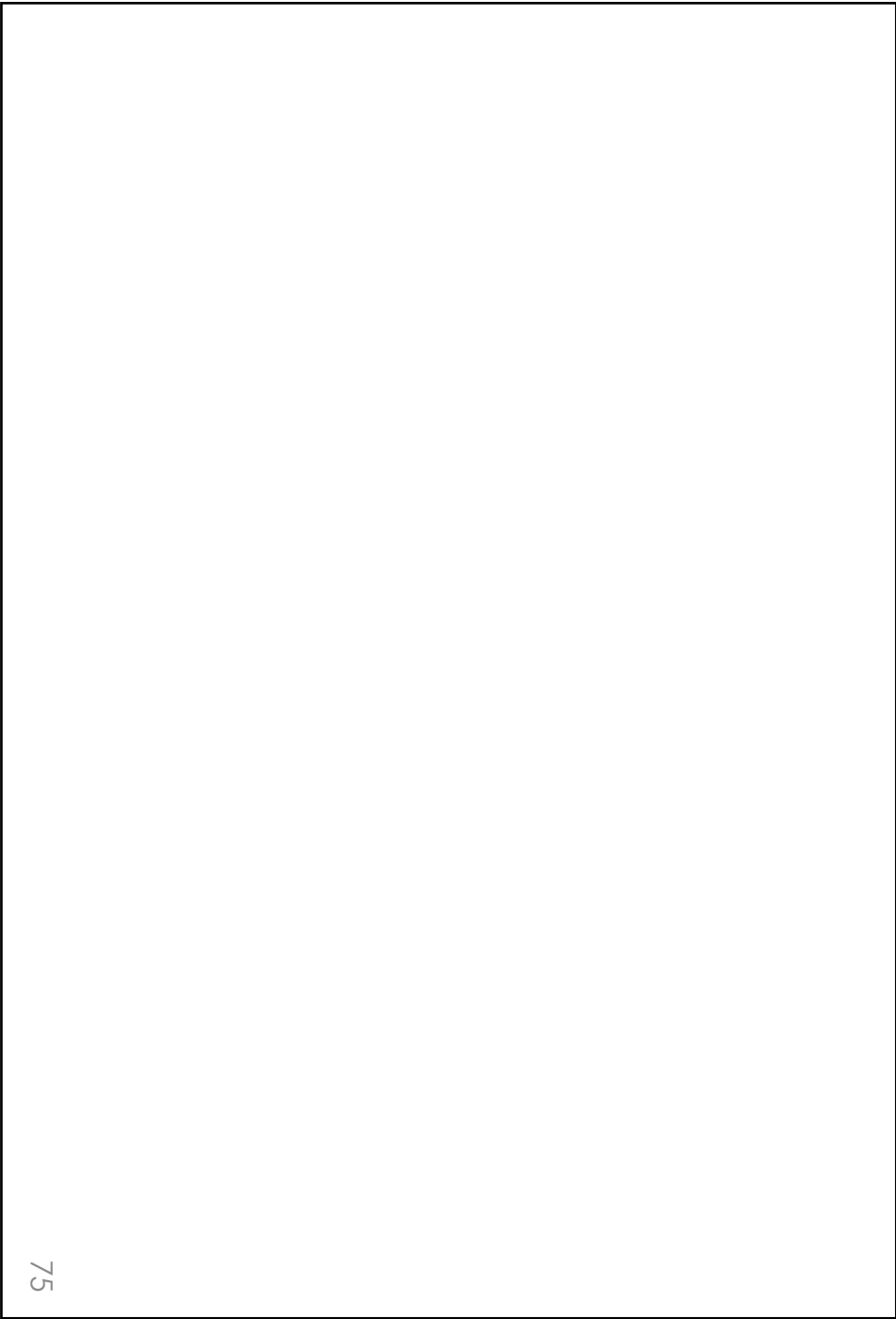
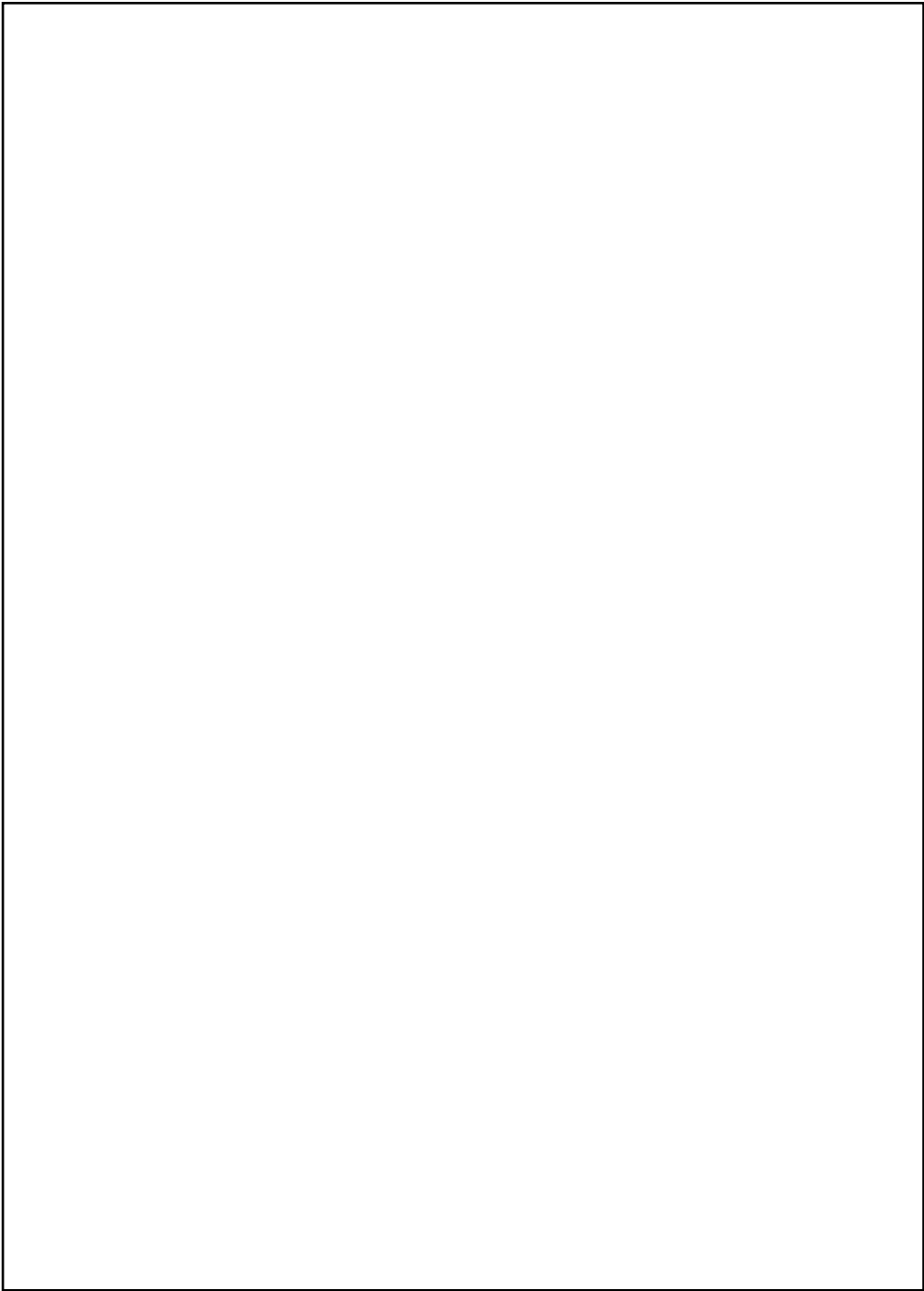
Use this table to help you keep track of the mind-maps you have completed and checked this half term. There are some mind-map templates for you to use overleaf.

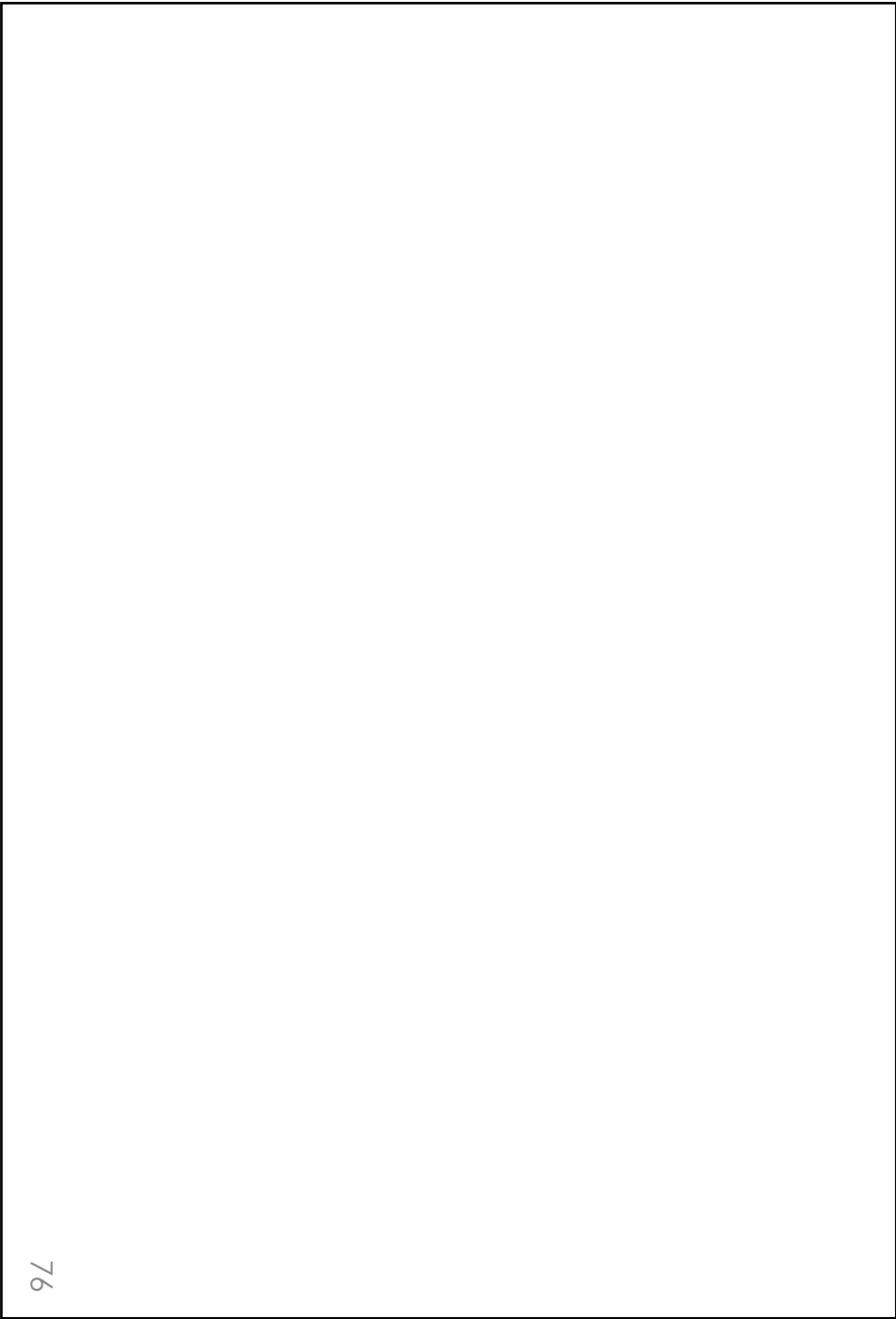
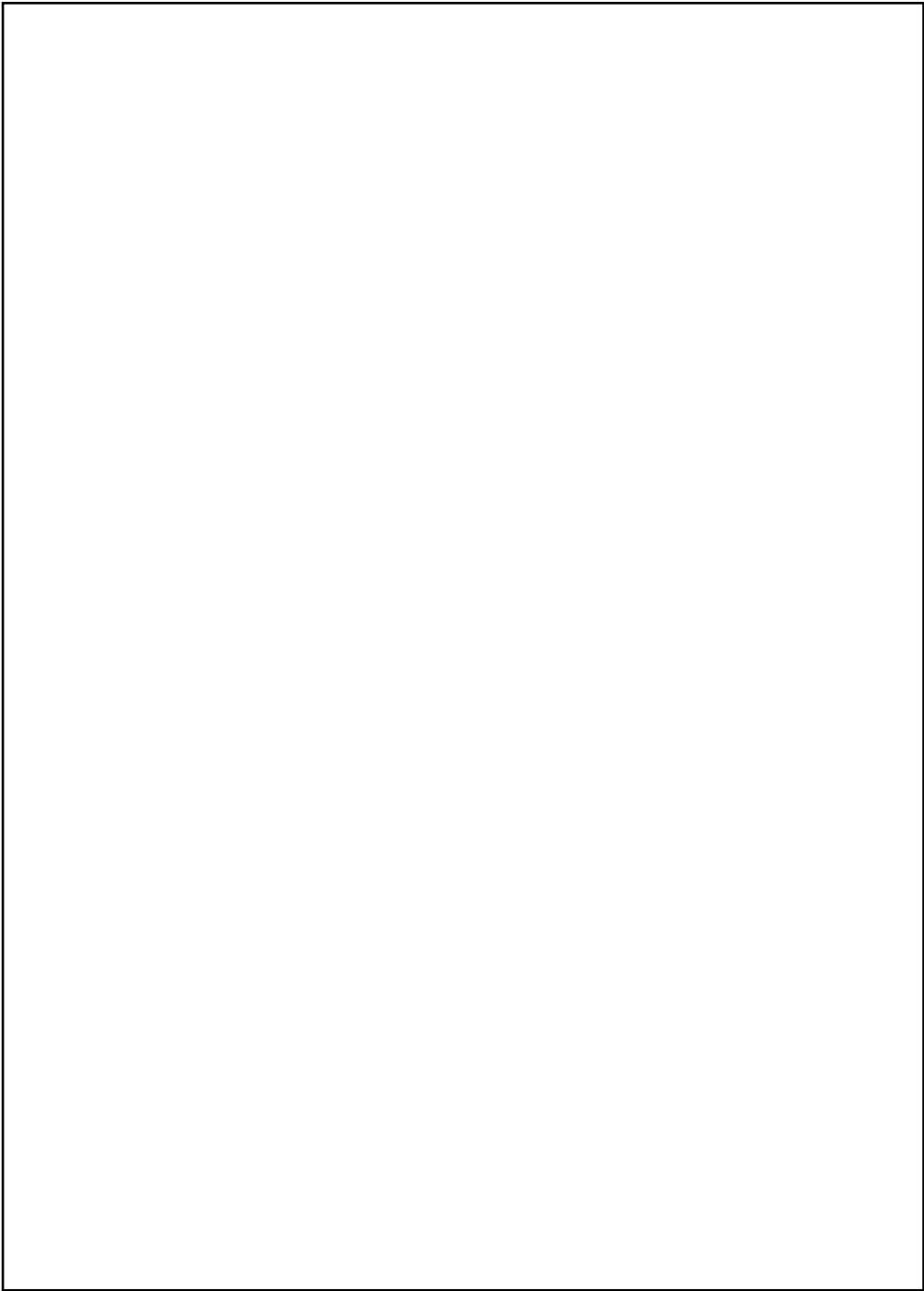
Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	



Mind-Maps







Brain-Dumps



1

Identify knowledge

Identify the knowledge/topic area you want to cover.



2

Write it down

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

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



3

Organise information

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

This categories/links information.



4

Check understanding

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

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



5

Store and compare

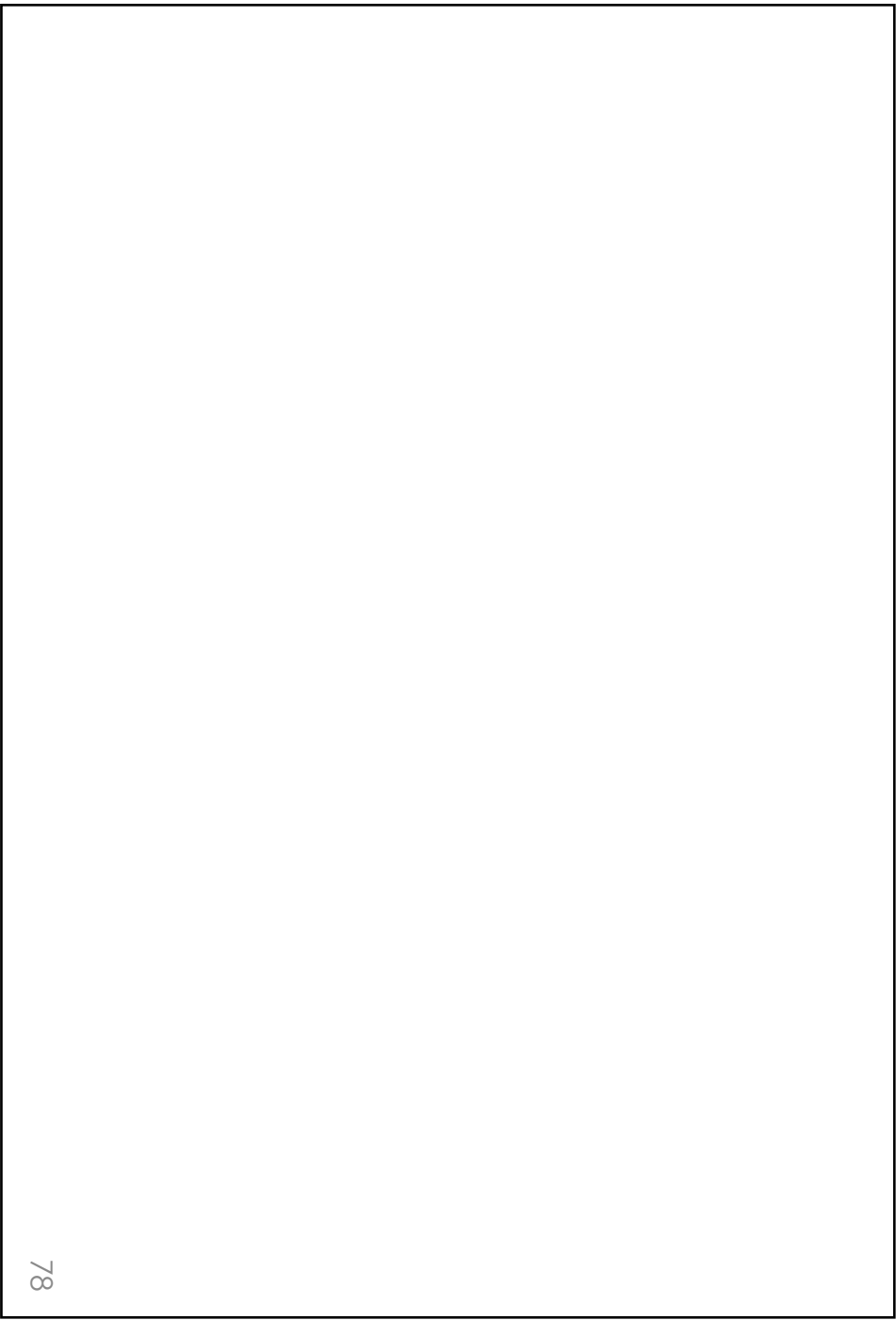
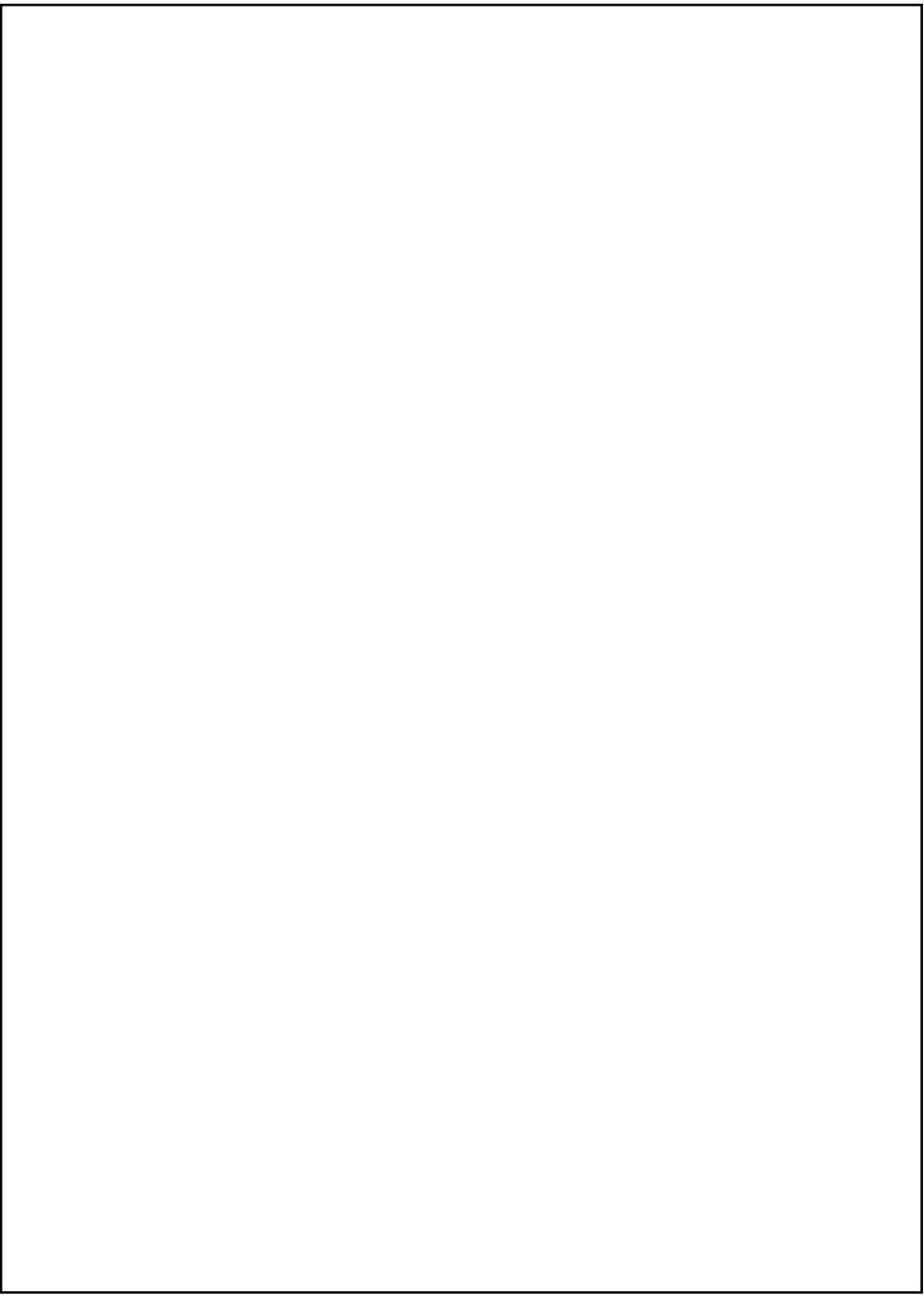
Keep your brain dump safe and revisit it.

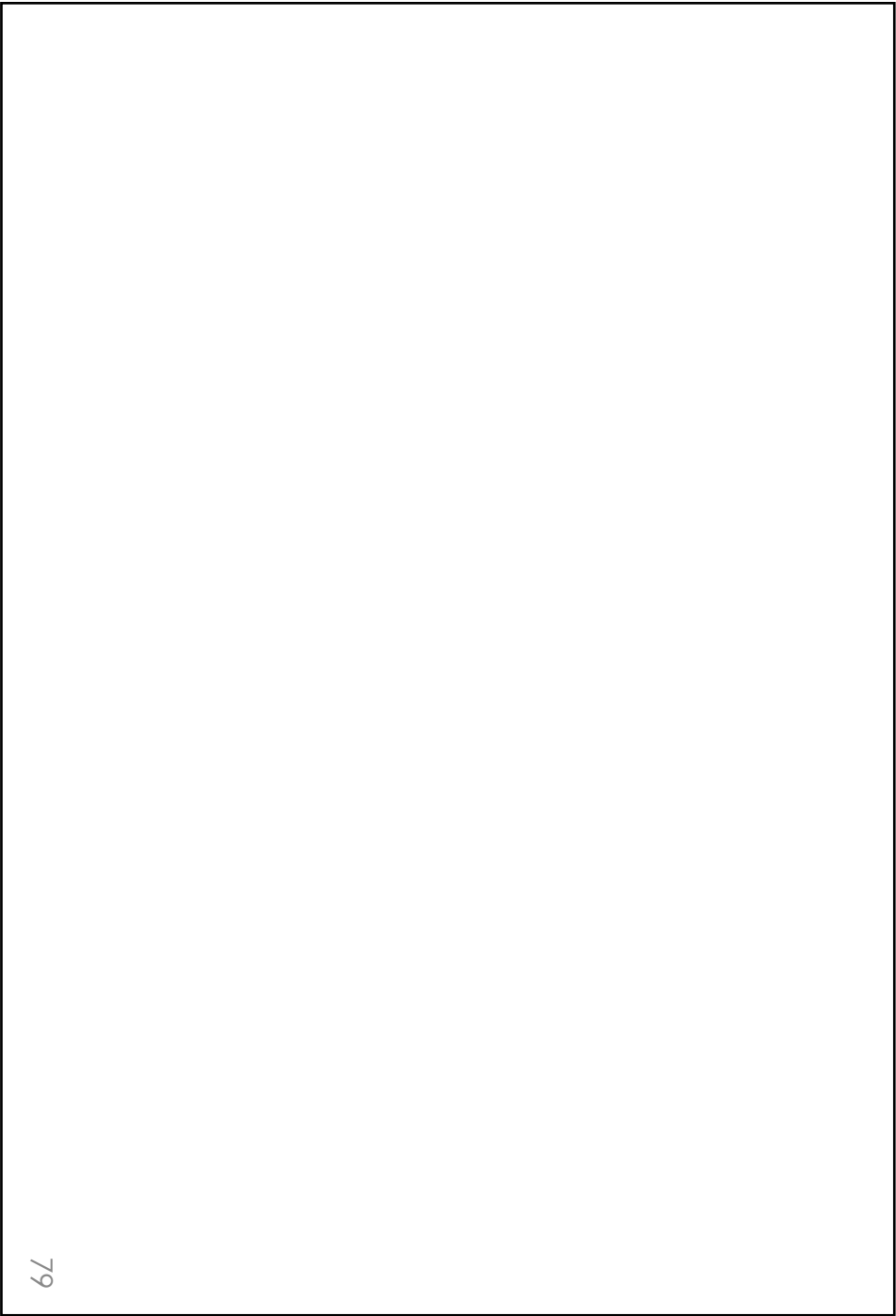
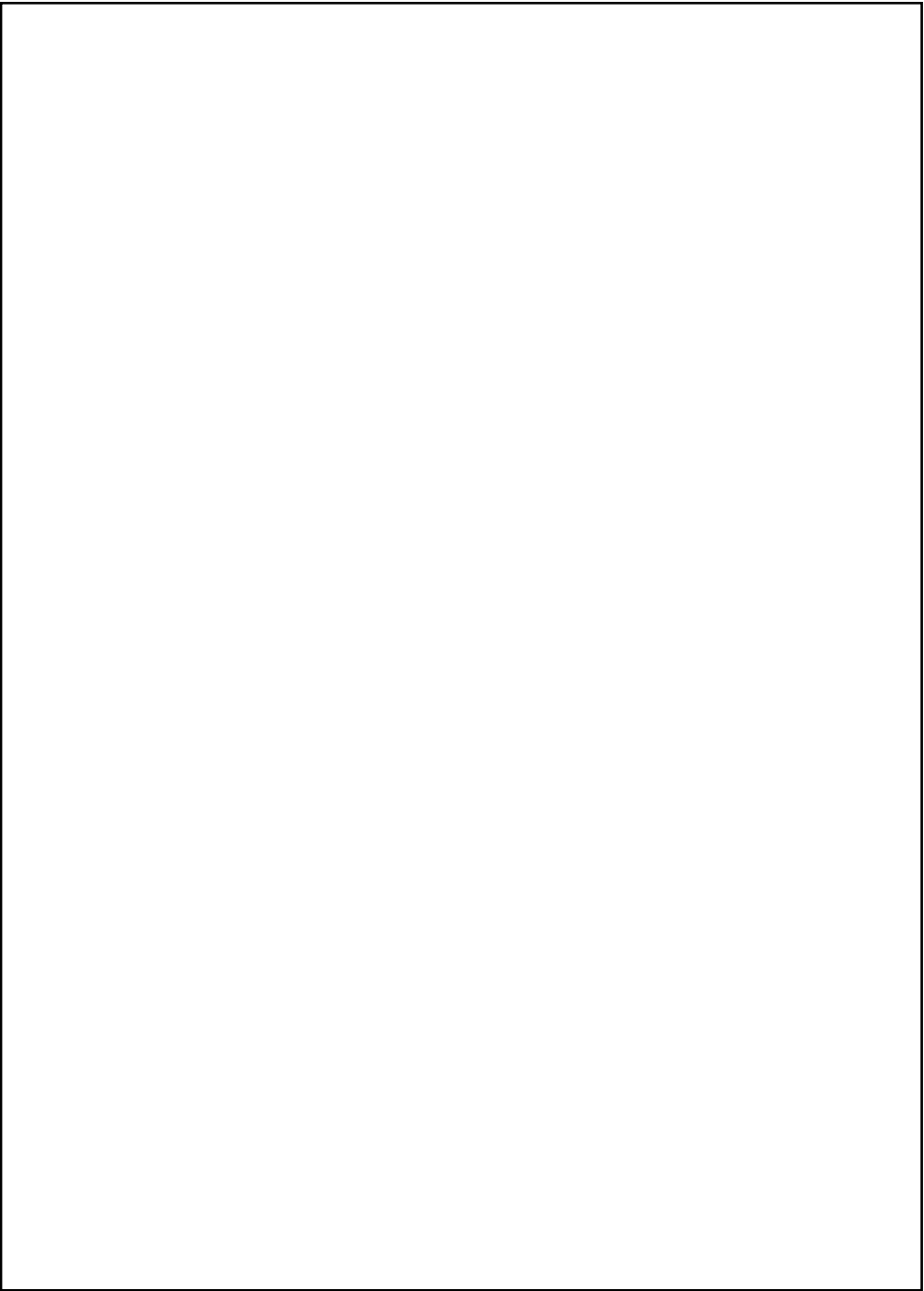
Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

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

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

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
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Revise Like a Beckfooter Rewards

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

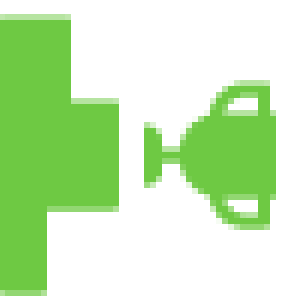
Our **minimum** expectations of KS3 students for their independent learning are as follows:

- **5 QILMISI 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.

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

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



1 – 2
additional tasks

3 – 4
additional tasks

5
additional tasks

10 points

20 points

50 points