

| Name: | •• |
|-------|----|
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Tutor group:

Contents

| • | Homework Instructions QR Codes | 3 |
|---|--|----|
| • | Independent Learning: Revise Like a Beckfooter | 4 |
| • | Read and Reflect Like a Beckfooter | 5 |
| • | Self-quizzing and knowledge organisers | 6 |
| • | Beckfoot Power Hour | 49 |
| • | Flashcards instructions and templates | 52 |
| • | Mind-maps instructions and templates | 61 |
| • | Brain-dumps instructions and templates | 67 |
| • | Revise Like a Beckfooter Rewards | 72 |

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 Cha | irts | | | Homework | |
|--|---|--|--|---|--|--|
| Follow the steps below to access | your student account. | | | | 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. | Lauring Britan State (1996) 1994/1997 Britan State (1996) Custom - showing 38 days Denote (1917)200-1912001 |
| 1. Enter your email address | Access code " Your access cod | | | | To change the date range for displayed homework tasks, click on the orange Date button. | Show by issue date Show by due date 1 task due bin week |
| and password into the fields provided. | Please enter the Remember n | | oplied by you | r teacher. | To display tasks in the order they were set, click on the Issue Date button | tasks submitted completed I task remaining this week D Regures submission? |
| | | | | | To display tasks in the order they are expected to be handed in, click on the Due date button. | A Distance 3 |
| 2. Click on the Log in button. | | | LOG | IN | To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox. | |
| | Date | of birth | | | To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile. | Research GDP cecosivity: - strido - Mit A BLACER |
| Enter your date of birth if prompted and click on the OK button. | Please Date of E 12/06/2 | | | below. | A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have | Type: Elended Learning Isaw deter Monday (2011/2020) Dee deter Wiedwidge (111/2020) Estimated completion time: 1 hours Please wire sub transgraph on what GDP and how it is used. |
| Keeping track | of home | work | ок (| CANCEL | Homework status | categories |
| As you are assigned homework ta you may want track of how you an progressing for the current week. The three banners above the homework status categories coun | sks, re t the | 1 task due | OK (| k | been included. | s categories To do |
| Keeping track As you are assigned homework ta you may want track of how you a progressing for the current week. The three banners above the homework tasks that categories coun number of homework tasks that require an attachment submission To only see homework tasks that require an attachment submission the checkbox labelied Requires ubmission. | sks, e t the re e w w liete. | 1 task due 0 tasks su | e this weel ubmitted/co | k ompleted is week | been included. Homework status To-Do: These are homework tasks that you need to complete. Once you have complete them, tick the | |
| As you are assigned homework ta you may want track of how you a progressing for the current week. The three banners above the homework statisk sthat a due this week, how many of those statisk you have conjected and to many tasks you still need to comp. To only see homework tasks that require an attachment submission the checkkox labeled Require | sks, re t the re w w w etete. , tick tab via a desktop or lap | 1 task dud 0 tasks su 1 task ren Require | e this week ubmitted/co naining thi es submis | k ompleted is week | been included. Homework status To-Do : These are homework tasks that you need to completed. These are homework tasks that you have fixed as completed by have not been | To do |
| As you are assigned homework ta orogressing for the current week. The three banners above the ionework status categories com number of homework tasks that a due this week, how many of those asks you have completed and to many tasks you all need to comple- need and the need to comple- ted and the need to the need to the need to comple- ted and the need to the need to the need to the need to comple- ted and the need to the need to the need to the need to the to complete the need to t | sks, re t the re s we we lete. , tick tab via a <u>desktop</u> or lap | 1 task due 0 tasks sc 1 task ren Require top, expandir ask for the sc | e this week ubmitted/co naining thi es submis | k ompleted is week | been included. HOMEWORK Status To Do Those are homework tasks thy up raded to complete. Once you have completed them, tick the checkbox. Completed: These are homework tasks that you have ficked as completed but have not been marked by your teacher: Late: These are homework tasks that have been handed | To do Completed |
| As you are assigned homework ta or may want track of how you a rorgerssing for the current week. He three banners above the onnework status categories coun umber of homework tasks that a use this week, how many of those saks you have completed and ho many tasks you all need to company o only see homework tasks that equire an attachment submission he checkbox labelled Requires ubmission. | sks, re t the re w weiete. , tick tab via a desktop or lap tew of each homework | 1 task dud 0 tasks su 1 task ren Require | e this week ubmitted/co naining thi es submis | k ompleted is week sion? | been included. HOMEWORK Status To Do Those are homework tasks thy up raded to complete. Once you have completed them, tick the checkbox. Completed: These are homework tasks that you have ficked as completed but have not been marked by your teacher: Late: These are homework tasks that have been handed | To do Completed |
| As you are assigned homework ta or may want track of how you a roogressing for the current week. He three banners above the ionework status categories cour umber of homework tasks that ube this week, how many of those asks you have completed and ho nany tasks you still need to comp o only see homework tasks that equire an attachment submission he checkbox labelled Requires ubmission. | sks, t the re wiete. , tick tab via a desktop or lap tew of each homework | 1 task due 0 tasks sk 1 task ren Require top, expandir sk for the so Constant ume 1, day 1 hours 220 | ubmitted/o maining thi ng a home | k ompleted is week sion? work status te range. | been included. HOMEWORK Status To Do These are homework tasis that you red to completed they go have completed. These are homework tasks that you have fixed 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 | To do Completed Submitted late |





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How to access My Learning Resources

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

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

How to access Seneca



Independent Learning at KS4: Revise Like Ω

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

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

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

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

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

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

a) learn more effectively and

b) reduce your stress at exam time

What we expect from you:

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

What you can expect from us:

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

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

- ω 4 Brain Dumps Mind-Maps
 - 2.1 Flash Cards
 - Self-quizzing

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



Beckfooter

Read Like a Beckfooter

Vocabulary Highlight any you're unsure of then ask yourself these questions: Do you understand the words of the text? Does it look like any other words you know? Could it mean something similar? Can you work out the word from its context? What does it seem like it means? If you can't figure it out yoursett, look the word up in dictionary or online 5 _ <u>q</u> 오. Comprehension In English there will be there will be very time Science and Maths texts. Remember: not implied meaning. Ask a husted adult to read the lext to/with you Look carefully at punchation, which is designed to help you take pauses in the right places Slow down your reading many people miss key parts texts because they go too fast 2. Can you see what's implied? Do you understand what means literally? This means understanding a text. There are two things to think about: To achieve these things: every ex) 3 lols, but many You bas 5' 1 = Summarising

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

Follow these steps

Summarise the text in five words

2.5ummarise the text in twenty words

3.Summarise the text in fifty words

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

Reflect Like 0 Beckfooter

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

Before a task, yourself: ask

Do I know any strategies that would be appropriate for this Have I seen anything like this before? How is this similar or different to other tasks I have done? What do lunderstand about What am I being asked to do? Mhich strategy would be most helpful to me now? Have I used this strategy What do Lakeady know about this? What is this task about? How can Lensure Lam successful this time? Was it successful? Comprehension Connection before? Strategy tosk? ļ;2

During a task, yourself: ask

After a task,

ask

yourself:

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

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

Self-quizzing



ldentify knowledge

Identify knowledge/content you wish to cover.



N

Review and create

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

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



Cover and answer

reflect

Cover up your knowledge and answer the questions from memory.

> Go back to the content and self mark your answers in

green pen.

Take your time and where possible answer in full sentences.



5 Next time

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

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

Practice makes perfect!

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

| Day 2 Day 2 | |
|-------------|--|
| | |
| Day 3 Day 3 | |
| | |
| Day 4 Day 4 | |
| | |
| Day 5 Day 5 | |



| distance | They have | × 4 9 2 |
|---------------------------------------|-----------|----------------------------|
| time | Stopped | stano |
| graph | moving | |
| , , , , , , , , , , , , , , , , , , , | | 0 5 10 15 20 25 30 35 40 4 |
| | | Time taken (minutes) |

| Key Vocabulary | | | | | | | | |
|----------------|-----------|-------------------------------|--|--|--|--|--|--|
| I | Construct | Draw with a compass and ruler | | | | | | |
| 2 | Interpret | Say what the results mean | | | | | | |

| | | ୁ ସିଥିଲ Beckfoot | Subject: Maths | Term: H | Half t | erm 5 | | Year Grou | p: | IF enjoy leatn succeed | | |
|----|---------------------------|---------------------|----------------|---------|----------------|---|--|--|-----------------------------|---|-----------------------------|--|
| St | atistic: Re | presenting data | 1 | | Geometry: Loci | | | | | Algebra: Quadratics | | |
| | Data handling cycle | | | | | 2 -2 0 -2 0 0 2 | P | 2 | I | Use a value table to draw $y = x^2$ | | |
| 2 | Pie Chart | | | | | us of points equidistant m a point A will form a | A Locus of points that a from two lines will bis | ect the angle | | | | |
| | | | | | | le with center A. | formed by the two lin | es. | 2 | Roots= -3 and I | | |
| 3 | Histogr am | | | | | P | | | 3 | | | |
| 4 | Scatter graphs | | | | (| | | | | = -3 | | |
| | | | | | | | s of points equidistant a line segment. | Locus of points equidista points A and B forms a po bisector of the line AB. | nt from two erpendicular | 4 | Turning point (-1,-4) | |
| A | lgebra: Gra | aphs | | | | | | | | · · · | | |
| I | Speed | | | | Кеу | Vocabulary | | | | | | |
| | distance time | | | | 1 | Construct | | | | | | |
| | graph | | | | 2 | Interpret | | | | | | |

| ຼຼີ ອeckfoot | Subject: Maths | Term: H | lalf t | lalf term 5 page 2 Year Gro | | | | roup: IIF | | | |
|-----------------|----------------|---------|--------|------------------------------|---|------------|----|---------------|--|--|--|
| Beckroot | | | Ge | ometry:Anglo | es | | Ke | ey Vocabulary | | | |
| | | | | Sum of Interior angles | (n – 2) × 180° N is the number of side | | I | Hypotenuse | Side opposite the right angle on a right angle triangle (longest side) | | |
| | | | | | | | 2 | Interior | Inside | | |
| | | | 2 | Sum of Exterior | Sum of exterior angles of shape always add to 360 | | 3 | Exterior | Outside | | |
| | | | | angles | × | a | 4 | Scalar | A scalar has only magnitude (size) | | |
| | | | | | $x + y + z = 360^{\circ}$ | - d = 360° | 5 | Vector | A vector has magnitude and direction | | |

| Ratio and Proportion: Compound measure | | | | | | | | | | |
|--|--------------|-----------------------|--|--|--|--|--|--|--|--|
| Speed, | Density, | Pressure, Force, Area | | | | | | | | |
| Distance, Time | Mass, Volume | \wedge | | | | | | | | |
| | | /•\ | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

| ୁଇ Beckfoot | Subject: Maths | Term: H | Ferm: Half term 5 page 2 Year Grou | | | | | IIF | enjov learn succeed |
|--------------------------|--------------------------|--------------------|------------------------------------|------------------------------|--|--|----|--------------|---------------------------|
| | | | Ge | ometry: Angles | | | Ke | y Vocabulary | |
| | | | I | Sum of Interior angles | | | I | Hypotenuse | |
| | | | | | | | 2 | Interior | |
| | | | 2 | Sum of Exterior angles | | | 3 | Exterior | |
| | | | | | | | 4 | Scalar | |
| | | | <u> </u> | | | | 5 | Vector | |
| Ratio and Pro | portion: Comp | ound measure | Э | | | | | | |
| Speed, Distance, Time | Density, Mass, Volume | Pressure, Force, A | rea | | | | L | I | |



| | ୁ ସିଥିଲୁ Beckfoot | Subject: Maths | T | erm: HT5 March – Part I | Yea | r G | roup: I I Higher | enjoy Jearn succeed |
|----|--|--------------------|---|---|-----|-----|---------------------------------------|---------------------------|
| Al | gebra Cubic Circular, Exp | onential Functions | | ransforming Functions & expanding rackets | | K | ey Vocabulary | |
| I | Sketch Sinx Cosx | | 5 | Transforming graphs | | 1 | Vectors Sine Rule For non-right | |
| 2 | Sketch exponential graphs | | 6 | y-axis x-axis y=f(x/a) (y)/a=f(x) | | 3 | angled triangles | |
| 3 | Graphs equations of circles | | | Single brackets | | 4 | | |
| 4 | Recognise cubic & reciprocal graphs | | | Double brackets Triple brackets | | 5 | Asymptote | |
| | | | | | | | | |



| | ر آل Beckfoot | Subject: Maths | Term: HT5 March – Part 2 | Year | Group: 11 Highe | r | enjoy Jean succeed | | | |
|----|---|----------------|--------------------------|------|--------------------------------|----------------------------|--------------------------|--|--|--|
| Ge | ometry Vectors | | | Ge | Geometry -Trigonometry 2 | | | | | |
| 1 | Column Vector | | | 1 | Sine Rule – Missing Side | | | | | |
| 2 | Vector $\overrightarrow{AB} = \begin{pmatrix} 3 \\ 2 \end{pmatrix}$ | | | | 46 x | | | | | |
| 3 | Magnitude | | | 2 | Sine Rule – Missing Angle | | | | | |
| 4 | Parallel Vectors | | | 3 | Cosine Rule – Missing Side | 7.8 85 9.6 | | | | |
| 5 | Collinear Vectors | | | | | x | | | | |
| | 18 X | | | 4 | Cosine Rule – Missing Angle | | | | | |
| 6 | Resultant Vector | | | | | 6.6cm | 2 | | | |
| | <u>a</u> • <u>b</u> | | | | Well done f | or getting this your GC | far & good luck with | | | |





| Geome | etry Construc | tion | | | | | | |
|-------|----------------------------------|--|--|--|--|--|--|--|
| 1 | Perpendicular bisector | Dpen the compass more than half of the distance between A and B, and scribe arcs of the same radius centered at A and B. Call the two points where these two arcs meet C and D. Draw the line between C and D. CD is the perpendicular bisector of the line segment AB. | | | | | | |
| 2 | Angle Bisecti on | Place compass point on the vertex of the angle (point B). Stretch the compass to any length that will stay ON the angle. Swing an arc so the pencil crosses both sides (rays) of the given angle Place the compass point on one of these new intersection points on the sides of the angle. | | | | | | |
| 3 | Prove congr uent Triangles | Know and understand the different tests for congruency. | | | | | | |







| Geome | etry Construct | tion |
|-------|----------------------------------|--|
| I | Perpendicular bisector | |
| | 4 | |
| 2 | Angle Bisecti on | |
| | A | |
| 3 | Prove congr uent Triangles | Know and understand the different tests for congruency. |

| Α | Algebra – Sequences | | | | | | | | | |
|---|----------------------|--|--|--|--|--|--|--|--|--|
| I | Nth term | | | | | | | | | |
| 2 | Special Sequences | | | | | | | | | |

| P | | E | English Literature | / | An I | Inspec | tor Calls | 5 | Year Group: | : 10 |) | enjoy learn succeed |
|--------|---------------------|---|---|----------------------------------|---|---------------------|--|---|----------------------------------|---------------------------------------|------------------------------------|--|
| | CRIOO | <u> </u> | Plot | | | | | Themes | | | | |
| I | 1 | men, the Inspe | re celebrating Sheila and Gerald's engagement, ector arrives, Birling confesses he fired Eva, Sh r Eva's dismissal from Milwards. | | I Social "If I could help her now, I would." (Sheila) "We did her in all right" (Eric) "We are responsible for each other." Inspector Goole | | | | 、 <i>,</i> | | Key Voc Socialism (Political | Collective ownership of |
| 2 | 1 | refusing Eva ai father), Eric er | to 'rescuing' Eva and then leaves to clear his h d, Mrs Birling argues that the father should be tters the room. | brought to justice (Eric is the | 2 | Î Î | Age | "The famous younger generation who know it all." (Birling) "Why, you hysterical young fool - get back - or I'll -" (Birling) "We often do on the young ones. They're more impressionable" | | | theory) | resources. |
| 3 | 1 | Inspector deliv feel guilty, Mr themselves the | vers a polemic speech to the Birlings and exits and Mrs Birling refuse to take responsibility, tl | | | | | 2 | Capitalis t | Private ownership of resources. | | |
| | Context | | | | 4 | ™ | Gender | Brumley." (Gerald) "I hate those hard-eyed dough-fi "not only something to make ' | em look prettier - but - well, a | 3 | Didactic | Direct moral instruction. |
| I | Priestley | v v | WW1. Socialist and member of the Labour Pa es. Influential in developing the idea of the we | | | Ŧ | sort of sign or token of their self-respect." (Birling) "And you think young women ought to be protected against unpleasant and disturbing things? (Inspector) | | 4 | Polemic | Verbal or written attack. | |
| 2 | Historical | | 12 at the end of the Edwardian era. Titanic san 939-45. First performed 1945 in Soviet Union. | | 5 | | Socialism "The money's not the important the "We are members of one body." ("Why shouldn't they try for higher | | " (Inspector) | _ | Patriarchal | |
| 3 | Political | 'Welfare In 1912 c | urty in power in 1912. Labour party in power State' 1945-1951. Inly men over 21 with property could vote. | 903-1914 saw the rise of the | 6 | ∎ (\$) | Capitalism | highest possible prices." (Eric) Key images: Beehive, chain "It's my duty to keep labour cos "A man has to make his own wa (Birling) | (B) | 5 | Patriarchai | Society controlled by men. |
| | | | e movement. 1918 all men over 21 and wome on could vote. 1928: All people over 21 could | | | r ^e | | "Probably a socialist or some so Key image: Titanic | ort of crank" (Birling) | 6 | Fourth wall | The space between the |
| 4 | Social | | % of the population owned 90% of the wealth. Charities were the only source of help for th | | | | · | Dramatic Devices | | | | actors and the audience. |
| 5 | Literary | Fits three | possible genres: Morality play, Well-made-play | v, Crime thriller (see Bitesize) | | Dramatic I | | ence knows more than characters. | | | | |
| | | | Characters | | 2 | Sounds | | l, telephone interrupt the Birlings com | . , | 8 | Morality | Principles of right and |
| Ι | Inspect | Inspector Authoritarian, omniscient, influential, socialist , moralist. | | ocialist , moralist. | 3 | Lighting | | d intimate" to "brighter and harder" ating morals, cutting through the lies a | | | | wrong. |
| 2 | Mr Birli Mrs Bir | 0 | Haughty, greedy, ignorant, obstinate, eg Conceited, prejudiced, callous, obstinat | | 4 Entranc Exits | | | tension e.g. Eric walks in just as the a Gerald's 'exit' in Act 2 prevents his re | | 9 | Caricature | Exaggeration of |
| 4 5 | Gerald Sheila | 0 | Charming, deceitful, manipulative, ingra Envious, petulant, impressionable, repe | tiating, static. ntant. | 5 | | | | , 1 | | | characteristics usually to ridicule. |
| 6 7 | Eric Eva | | Reckless, dishonest, culpable, repentan Vulnerable, impoverished, exploited, sy | | 6 | Stage directions | Indicate | character attitudes, development, rela | ationships setting and mood. | | | |

| | _UD eckfoot | English Literature | An | Inspe | ctor Calls | Year Group: | 10 | | enjoy learn succeed | |
|---|-------------------------|--------------------|----|--------------------|----------------|------------------|--------|----------|---------------------------|----------|
| | | Plot | | | | | Koy Vo | cabulary | | |
| | Act I | | | | Social | Themes | | | Rey VO | Cabulary |
| | | | | | responsibility | | | I | Socialism | |
| 2 | Act 2 | | 2 | 1 | Age | | | | (Political theory) | |
| | | | | | - | | | | | |
| 3 | Act 3 | | | | | | | 2 | Capitalis | |
| | | | 3 | | Class | | | | t | |
| | | | | | | | | | | |
| | | | | 4 4 4 | | | | 3 | Didactic | |
| | | Context | 4 | | Gender | | | | | |
| | Priestley | | | Φ | | | | 4 | Polemic | |
| | | | | | _ | | | " | | |
| 2 | Historical | | 5 | | Socialism | | | | | |
| | | | | -min- | | | | 5 | Patriarchal | |
| 3 | Political | | | = | | | | 2 | | |
| | | | 6 | Æ | Capitalism | | | | | |
| | | | | (\$) | | | | | Fourth | |
| | | | | ~ | | | | 6 | wall | |
| 4 | Social | | | | Ι | Dramatic Devices | | | | |
| 5 | Literary |) | T | Dramati | c Irony | | | | | |
| | , | | 2 | Sounds | | | | 8 | Morality | |
| | | Characters | 3 | Lighting | | | | | | |
| 2 | Inspector Mr Birling | | | | | | | | | |
| 3 | Mrs Birlin | | 4 | Entrance Exits | es/ | | | 9 | Caricature | |
| 4 | Gerald | | 5 | Props | | | | | | |
| 5 | Sheila | | | | | | | | | |
| 6 | Eric | | 6 | Stage direction | is | | | | | |
| 7 | Eva | | | | - | | | | | J |



English Language Paper 2

Writers' viewpoints and perspectives

Year Group: 10 & 11



| | | Question Su | ımmary | | | | | |
|---|---|--|--|--|--|--|--|--|
| | Skill(s) assessed | Marks, timings and question stems | Paragraph structure | | | | | |
| I | Retrieval and inference | 4 marks (10 minutes including reading source A) "Choose four statements" | Shade the circles in the four boxes of the ones that you think are true. | | | | | |
| 2 | Summarise and Compare | 8 marks (10 minutes including reading source B) "Use details from both sources to write a summary of" 2 paragraphs | Point Evidence Inference Compare Point Evidence Inference | | | | | |
| 3 | Analysis | I2 marks (15 minutes) "How does the writer use language to describe" 3 paragraphs | Point Evidence Analysis | | | | | |
| 4 | Compare Writers' Perspective s | I6 marks (25 minutes) "Compare how the writers convey their different perspectives on" 3-4 paragraphs | Perspective Opinion Method Compare Perspective Opinion Method | | | | | |
| 5 | Transactional writing | 40 marks 24 marks for content and organisation 16 marks for technical accuracy (45 minutes) You will be asked to write either an article, leaflet, speech, essay or letter | Purpose laid out in an interesting way- Picture this:, imagery, alliteration, repetition Like it- your reason for your view Evidence- Don't just take my word for it Alternative view- Some people believe Shut it down- But you are wrong! Emotive plea- Now, picture this, imagery, emotive language | | | | | |

| | | U | Iseful paragraph ideas for (Q5) | | K | e <mark>y La</mark> nguage | Terminology (Q3, 4 and 5) |
|-----|----------------------------|--------------|---|------|----|----------------------------|--|
| I | Plan | | Consider Purpose, audience and form. Consider which language and structural choices will be appropriate. | | I | Hyperbole | Exaggeration |
| 2 | Introduction | 1 | An interesting introduction that grabs the examiners attention not "I'm writing to you because" | | 2 | Alliteratio n | Using the same sound at the starts of words and placing them close together. |
| 3 | Comparison | | Make a comparison to a different place, time, group of people, idea, situation | | 3 | Facts and opinions | We need to be able to differentiate between facts and opinions. Both are |
| 4 | Counter Argument | | Recognise and appreciate how your intended reader may counter argue your points and explain why they're wrong. | | | opinions | used to support arguments. |
| 5 | Descriptions | ; | Spend at least three sentences describing the quality, | 1 [| 4 | Repetition | Repeating something for impact. |
| | | | condition feeling etc. Lots of marks for imagery available here! | | 5 | Rhetorical questions | A question that the writer already knows the answer to. |
| 6 | | | Give an example from your own knowledge or historical understanding. Don't make up statistics. | , | 6 | Emotive language | Causing an emotional response from the reader |
| 7 | 7 Metaphors | | Think of a metaphor that could be used to represent this situation | | 7 | Statistics | Facts which use numbers. Recognise |
| 8 | 8 Use a short paragraph | | Don't forget one sentence paragraphs for impact | | | | how these are persuasive but it's best to avoid making statistics up. |
| | • | Тур | es of Transactional Writing (Q5) | 1 - | | | |
| I | Article | | ntion grabbing headline, strapline, subheadings | | 8 | Rule of three | Listing three adjectives or ideas. |
| | | | overview paragraph ttively sequenced paragraphs | , | 9 | Inclusive | Makes the reader feel as though they are |
| 2 | Leaflet | | , subheadings tive paragraphs/sections | | | pronouns | a community working towards something together E.g. We, us, our |
| Rhe | | Rhet thro | ear address to audience and clear sign off netorical indicators that the audience is being addressed roughout fective paragraphing | | | Direct address | Makes the reader feel as though it is their responsibility E.g. you |
| 4 | Essay | Effec | tive introduction and conclusion tively sequenced ideas and paragraphs | | 11 | Metaphor | Suggesting something is something it isn't as a means of comparison |
| 5 | Letter | | nal mode of address and an appropriate mode of signing off tive paragraphing | | 12 | Imperative | Command |

| ୂର୍ଘିତିଙ୍କ English Language Paper 2 Beckfoot | | | | | | /riters' viewp | points and perspectives | Ye | ar Group: | 10 & 11 | enjoy learn succeed | | |
|---|----------------------|-----------------------------------|---------------------|---------------------------------------|-----|--------------------------|----------------------------------|--|--------------------------|---------|---------------------------|--|--|
| | | Question Su | ummary | | | ι | Jseful paragraph ideas for (Q5) | Key Language Terminology (Q3, 4 and 5) | | | | | |
| | Skill(s) assessed | Marks, timings and question stems | Paragraph structure | | I | Plan | | 1 | Hyperbole Alliteratio | | | | |
| I | Retrieval and | | | | 2 | Introduction | | | n | | | | |
| | inference | | | | | Comparison | | 3 | Facts and opinions | | | | |
| 2 | Summarise and | | | | | Argument | | 4 | Repetition | | | | |
| | Compare | | | | 5 | Descriptions | | 5 | Rhetorical questions | | | | |
| | | | | · · · · · · · · · · · · · · · · · · · | 6 | Examples | | 6 | Emotive language | | | | |
| 3 | Analysis | | | | 7 | Metaphors | | 7 | Statistics | | | | |
| | | | | ٤ | | Use a short paragraph | | | | | | | |
| 4 | Compare Writers' | | | | . 1 | | es of Transactional Writing (Q5) | 8 | Rule of three | | | | |
| | Perspective s | | | | 1 | Article | | 9 | Inclusive pronouns | | | | |
| | Transactional | | | | 2 | Leaflet | | | | | | | |
| 5 | writing | | | : | 3 | Speech | | 10 | Direct address | | | | |
| | | | | · · · · · · · · · · · · · · · · · · · | 4 | Essay | | 11 | Metaphor | | | | |
| | | | | | 5 | Letter | | 12 | Imperative | | | | |

| | <u>_</u> | | | | | | | | | | |
|----|----------|--|---|-----------------|-----------------------------------|---|-------|----------------|--|--|--|
| | | English Literature | | | A Chi | ristmas Carol | | Year | Group: 10 & 11 | lean succeed | |
| Re | ckfoot | | | | | | | | | | |
| | | Plot Summary | | | | Ch | aract | ers | | | |
| | Stave I | Scrooge is introduced; he refuses to warm the office | a up for Bob | Т | Scrooge | The protagonist, a mean old loner who hates Christmas. | 6 | Bob Cratchit | Scrooge's hardworking and unpai | d clerk. | |
| | Stave I | Cratchit; he refuses to make a charity donation; refu Christmas dinner with Fred; is irritated by Christma | Cratchit; he refuses to make a charity donation; refuses to eat Christmas dinner with Fred; is irritated by Christmas as it is interrupting his business; sees Marley's ghost who warns him he will be visited by three spirits to make him change his miserly ways. | | Marley | Scrooge's deceased business partner who appears as a ghost to warn Scrooge to change his ways. | · 7 | Tiny Tim | Bob Cratchit's ill and vulnerable : | son. | |
| | | | | | Ghost of Christmas Past | A shape changing spirit that represents memory and has light/a flame at the top of its head. | 8 | Fred | Scrooge's patient, jovial nephew. | The son of his beloved sister, Fan. | |
| 2 | Stave 2 | The Ghost of Christmas Past takes Scrooge back in | time to show him: | 4 | Ghost of Christmas Present | A jolly spirit (resembles Father Christmas) that represents generosity and Christmas spirit. | 9 | Fezziwig | Scrooge's generous former employer. | | |
| | Stave 1 | his village; him alone at school; his sister collecting him from school; a party at Fezziwig's; Belle breaking off their engagement and Belle with her husband. Unable to take any more, Scrooge begs the spirit to take | | | Ghost of Christmas Yet to Come | A silent, sinister spirit in a black, hooded cloak who represents death. | 5 10 | Belle | Scrooge's former fiancée who br valued money more than their re | eaks off their engagement because he lationship. | |
| | | him back home. When he is back home, he falls asle | ep almost instantly. | | | Themes | | Key Vocabulary | | | |
| | | | | 1 | Greed and selfishness | Characters such as Scrooge represent the middle classes who sought to hoard rather than share their wealth. | 1 | Simile | | gs using 'like' or 'as', e.g. ''hard | |
| 3 | Stave 3 | The Ghost of Christmas Present shows Scrooge ho family celebrate Christmas; Scrooge becomes worri not surviving in the future. The spirit then takes Scr | ed about Tiny Tim | 2 | Poverty | Scrooge despises the poor and thinks they are lazy at first. At the end, he realizes he can share his wealth | | | and sharp as a flint" | and sharp as a flint" | |
| | | others celebrate Christmas including Fred's Christma begins to age and under its robe Scrooge sees two of | as party. The spirit | 3 Transformatio | | with the poor. O The spirits show Scrooge scenes that prompt his | | Motif | Repeated image or s several times in the i | ymbol, e.g. light being used novella | |
| | | and Want. | - | | n | transformation. At the end of the novella, Scrooge's transformation into a kinder human being is complete. | | | | | |
| | | | | 4 | Christmas | Scrooge learns the true meaning of Christmas is to spend time with your family and loved ones. | | | Chamatan (average a | epresent ideas about religion, | |
| 4 | Stave 4 | The Ghost of Christmas Yet to Come arrives and S of him. It shows Scrooge a group of businessmen dis death. He is taken to a pawn shop where the posses | scussing someone's sions of the dead | 5 | Social responsibility | Ignorance and Want remind Scrooge that turning a blind eye to the plight of the poor creates desperate people that turn to crime to support themselves. | 4 | Allegory | morals or politics. | present ideas about religion, | |
| | | man are being sold. He is next taken to the Cratchit the family are grieving for Tiny Tim. Scrooge is then graveyard and sees his name on a gravestone. He be | taken to a | | | Context | 5 | Novella | A short novel or lon | g short story. | |
| | | says he will change his ways. | - • | I | Charles Dickens | Born in 1812 to a middle class family. His dad was imprisoned for debt leading to poverty for the family. Dickens began working difficult jobs at a young age. | | | | | |
| 5 | Stave 5 | Scrooge wakes up in his own bed and is now transfor prize Turkey to the Cratchit family and even promis charity donation to the poor. Scrooge then goes to party and is welcomed in. He also gives Bob Cratchi | es to give a huge Fred's to attend the t a raise and | 2 | Poverty | in 1834, the Poor Amendment reduced the amount of help available to the poor, forcing them to seek help from workhouses. Conditions were incredibly harsh in the Victorian era. | 6 | Resolutio | The Point where cor redemption. | iflict is solved, e.g. Scrooge's | |
| | | becomes a second father to Tiny Tim who does not | die. | 3 | Christmas | Christmas was fairly a low key celebration. During Queen Victoria's reign, workers were given two days holiday for Christmas. Turkey was only eaten by the rich, goose was a cheaper option. | 7 | Redempt | | , error or evil, e.g. Scrooge change his miserly ways and | |

| | لم ckfoot | English Literature | | A Chr | ristmas Carol | | Year C | Group: 10 & 11 | enjoy learn succeed | | | |
|---|--------------|--------------------|---|-----------------------------------|---------------|-------|----------------|----------------|---------------------------|--|--|--|
| | | Plot Summary | | | Ch | aract | aracters | | | | | |
| | Stave I | | I | Scrooge | | 6 | Bob Cratchit | | | | | |
| · | | | 2 | Marley | | 7 | Tiny Tim | | | | | |
| | | | 3 | Ghost of Christmas Past | | 8 | Fred | | | | | |
| 2 | Stave 2 | | 4 | Ghost of Christmas Present | | 9 | Fezziwig | | | | | |
| | | | 5 | Ghost of Christmas Yet to Come | | 10 | Belle | | | | | |
| | | | | | Themes | | Key Vocabulary | | | | | |
| | | | I | Greed and selfishness | | 1 | Simile | | | | | |
| 3 | Stave 3 | | 2 | Poverty | | | | | | | | |
| | | | 3 | Transformatio | | 2 | Motif | | | | | |
| | | | 4 | Christmas | | | | | | | | |
| 4 | Stave 4 | | 5 | Social responsibility | | 4 | Allegory | | | | | |
| 1 | Stave 4 | | | | | | Allegory | | | | | |
| | | | | | Context | 5 | Novella | | | | | |
| | | | | Charles Dickens | | | | | | | | |
| 5 | Stave 5 | | 2 | Poverty | | 6 | Resolution | | | | | |
| | | | 3 | Christmas | | 7 | Redemptio | on | | | | |
| | | | | | | | | | | | | |

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| Beckfoot |

English Literature

Year Group: 10 & 11



| | | Plot Summary | | | Char | act | ers | | | |
|----|--|---|---|-----------------------------------|--|-----|----------------------|---------------------|---|--|
| I | Letters I-4 | The novel begins with a series of letters from Walton to his sister, Margaret. He is captain of the ship in a voyage to the north Pole. Walton and his men rescue Victor and help him recuperate on the ship. He eventually tells Walton his story. | ' | Robert Walton | A young, ambitious English man leading an expedition to the North Pole. | 6 | Justine Moritz | | stein family servant, who is more like family. She was framed reature and executed for William's murder. | |
| | Walton's POV | ne eventuary teris vvatori nis story. | 2 | Victor Frankenstei | Protagonist. Driven by ambition and Science. His quest for power leads him to his own downfall. | 7 | De Laceys | Parisian's good. | risian's turned rural farmers. They are poor, but kind, loving and od. | |
| 2 | Ch. I-2 Victor's POV | Victor begins his narration and tells of his childhood growing up in Geneva with his doting parents. He also shares that Elizabeth was adopted. As a teenager, Victor was fascinated by the mysteries of Science. | 3 | n Alphonse Frankenstei | Victor's father. An example of kindness and selflessness. | 8 | The Creature | | ct of Victor's scientific experiment that went wrong. He is by everyone and longs for acceptance. | |
| 3 | Ch. 3-5 Victor's POV | Victor's mother dies from Scarlet fever after catching it whilst nursing Elizabeth. Victor leaves to attend university in Ingolstadt and becomes obsessed with anatomy. He decides to animate a creature and is horrified when it is brought to life. He abandons the creature and falls ill. | 4 | n Caroline Frankenstei n | Victor's loving mother. A paradigm of motherly concern and generosity. Her death provides the catalyst for Victor to transcend death. | 9 | Henry Clerval | | best friend. He is an idealised character. Henry takes care of nd is also another one of the creature's victims. | |
| 4 | Ch. 6-8 Victor's POV | Victor is nursed back to health by his friend, Henry Clerval. He receives a letter from his father informing him that William has been murdered. Returning to Geneva, Victor sees the monster and knows who is to blame, however Justine is executed for William's murder. | 5 | William Frankenstei n | Victor's youngest brother who was murdered by the creature. | 10 | Elizabeth Lavenza | | | |
| 5 | Ch. 9-10 Victor's POV | Victor contemplates suicide but a trip to Belrive, planned by his father, cheers him up slightly. When he feels negative again, he decides to climb Montonvert to clear his head and sees the monster who shares his story. | | | Themes | | Key Vocabulary | | | |
| 6 | Ch. 11- 12 | The monster describes the confusion in its first moments of life. He then describes people fleeing whenever he tried to approach them, so he decided to stay away from them. He developed skills and began observing the De Lacey family to educate himself. | I | Ambition/ obsession | Both Victor and Walton aim for major discoveries/achievements. Victor's tale is a warning to not be overly ambitious. | Ι | Epistolary | | | |
| | Creature's POV | uegan user nig uie De Lacey ranny to eutrate ninisen. | 2 | Family/Love | Family is important to Victor and the Creature. The Creature longs for family/love but is always rejected. | | Novel | | the writer to establish the narrative POV clearly. | |
| 7 | Ch. 13- 14 Creature's POV | Winter turns into Spring and the creature has now learnt language. He notices that the family seem unhappy, until Safie arrives. He learns that the people are called Felix, Agatha and De Lacey and they used to be affluent. | 3 | Death | Several people die in the novel and Victor's mother's death is what spurred Victor on to transgress the boundaries of life and death. | 2 | Frame Narrative | | A narrative within a narrative. This allows us to see events from different perspectives. | |
| 8 | Ch. 15- 17 | The creature finds books and learns to read and also learns how he was created. He hopes to befriend the cottagers, starting with the old, blind De Lacey, however Felix drives him away. When the family | 4 | Revenge | Both Victor and the creature feel wronged and seek revenge even at the cost of their own safety, health and happiness. | 4 | Allegory | | Characters/events represent ideas about religion, | |
| | Creature's POV | have left, the creature burns down their cottage and leaves for Geneva. He confesses that he killed William and framed Justine. He then implores Victor to make him a mate and Victor agrees. | 5 | Man vs God | Both Victor and Walton talk of conquering nature with science which emphasizes there risk-taking and ambitious natures. | | | | morals or politics. | |
| 9 | Ch. 18- 20 | Victor visits England with Clerval, but he leaves Clerval in Scotland so that he can work on the female creature alone in the Orkney Islands. Mid-way, he destroys it in front of the monster. The monster promises revenge on Victor's wedding night. Victor then gets rid of the remains in the sea. When he | | | Context | 5 | Foreshado | wing | When something gives the reader a hint about | |
| | Victor's POV | lands in a town, he is suspected of a murder. | I | Mary Shelley | Born in 1797, most famous for <i>Frankenstein</i> . Shelley experienced a great deal of death in her own life: her | | - | Ĵ | what will take place in the future. | |
| 10 | Ch. 21- 23 Victor's | Victor is taken to the body, which is Clerval's . He collapses and falls ill. When he awakens, he is found innocent. Elizabeth and Victor marry, however, he remembers the creature's threat and plans to battle him. On the wedding night, Elizabeth is killed by the creature and Alphonse dies from shock. Victor vows revenge on the creature. | | | mother, her 3 children and her husband (Percy Bysshe Shelley). | 6 | Transgress | sion | An act that goes against a law, rule or code of | |
| | POV Ch. 24 Victor's POV- Walton | Victor relentlessly tracks down the creature through ice and snow. He is found by Walton, to whom he warns not to make the same mistakes as him and Walton decides to call the voyage off. Victor asks | 2 | Science | Many advancements in science had been made, biologists were finding out a great deal about the human body and its capabilities. Science was breaking boundaries. | - | | | conduct; an offence. | |
| | in Continuation Walton's POV | Walton to continue his mission and then dies. Walton then sees the creature weeping over Victor's body. He is tormented and states he has no purpose left, now that his creator is dead. He leaves into the darkness. | 3 | Religion | Parts of Europe were heavily religious. Therefore, occurrences that could not be explained were viewed as an act of God or from another supernatural force. | 7 | Age of Enlightenn | nent | An intellectual and philosophical movement that dominated the world of ideas in Europe during the 17 th -19 th Century. | |

| Be | English Literature Beckfoot | | | | | Frankenstein | | Year Group: 10 & 11 | | | | |
|----|------------------------------------|--------------|--|---|------------------------------|--------------|--------|-------------------------|---------------|--|--|--|
| | | Plot Summary | | | | Chara | acters | | | | | |
| I | Letters I-4 | | | I | Robert Walton | | 6 | Justine Moritz | | | | |
| - | Walton's POV | | | 2 | Victor Frankenstei n | | 7 | De Laceys | | | | |
| 2 | Ch. I-2 Victor's POV | | | 3 | Alphonse Frankenstei | | 8 | The Creature | | | | |
| 3 | Ch. 3-5 Victor's POV | | | 4 | n Caroline Frankenstei | | 9 | Henry Clerval | | | | |
| 4 | Ch. 6-8 | | | 5 | n William | | 10 | Elizabeth | | | | |
| | Victor's POV | | | 5 | Frankenstei n | | 10 | Lavenza | | | | |
| 5 | Ch. 9-10 Victor's POV | | | | | Themes | | к | ey Vocabulary | | | |
| 6 | Ch. 11- 12 Creature's | | | I | Ambition/ obsession | | I | Epistolary Novel | | | | |
| 7 | POV Ch. 13- | | | 2 | Family/Love | | | | | | | |
| , | I4 Creature's POV | | | 3 | Death | | 2 | Frame Narrative | | | | |
| 8 | Ch. 15- 17 | | | 4 | Revenge | | 4 | Allegory | | | | |
| | Creature's POV | | | 5 | Man vs God | | | | | | | |
| 9 | Ch. 18- 20 | | | | | Context | 5 | Foreshadowing | | | | |
| | Victor's POV | | | I | Mary Shelley | | 2 | - | | | | |
| 10 | Ch. 21- 23 Victor's | | | | <u> </u> | | , | Transgression | | | | |
| | POV | | | 2 | Science | | 6 | | | | | |
| 11 | POV- Walton in Continuation | | | | | | | | | | | |
| | Walton's POV | | | 3 | Religion | | 7 | Age of Enlightenment | | | | |
| | | | | | | | | | | | | |

| اً۔ Bec | | English Literature | | | Ror | neo and Juliet | | Year Group: 10 & 11 | | |
|------------|---|--|------------------|------------------------------|--------|--|----------------|---------------------|---|--|
| | | Plot Summary | | | | Chai | racte | rs | | |
| 1 | Prologue | Sets up main themes of the play. Provides a | n overview of | Rome Monta | | Initially a typical Petrarchan lover, his love for Juliet is incredibly romantic, impulsive and passionate. | 6 | Lady Capulet | liet's mother. Cold and distant for most of the play, ne expects Juliet to follow in her own footsteps. | |
| 2 | Act I | the action. Montagues and Capulets brawl. | | 2 Juliet Capulo | | Young and innocent, not yet 14.Her love for Romeo matures her and makes her bolder in her defiance. | 7 | Nurse | Juliet's nursemaid, they have a close relationship. She acts as confidante and messenger for Romeo and Juliet. | |
| | | Romeo depressed about Rosaline. Paris wants to marry Capulet's young daugh | | 3 Lord Capule | let | Juliet's father. Shows concern for Juliet's welfare, but can be aggressive and tyrannical when disobeyed. | 8 | Tybalt | Juliet's ruthless, hot-tempered and vengeful cousin. Has a deep, violent hatred of the Montagues. | |
| | | Juliet's mother and Nurse encourage Juliet to ma Romeo attends Capulet party, sees Juliet and fall | | 4 Mercu | utio | A relative of the Prince and a high-ranking man. Mixes well with both families and is Romeo's loyal best friend. | 9 | Benvolio | Cares about his cousin Romeo and tries to keep peace between the families. | |
| 3 | Act 2 Balcony Scene – R&J decide to get married. | | | 5 Paris | | A rich and highly-regarded young man, kinsman to the Prince, who is determined to marry Juliet. | 10 | Friar Lawrence | A caring, trusted, kind man of the Church who is optimistic about the possibility of peace. | |
| | | Romeo asks Friar Lawrence to conduct ceremony. Friar Lawrence hopes marriage will end feud. | | Themes | | | Key Vocabulary | | | |
| | | Nurse visits Romeo to check his commitment. Friar Lawrence marries R&J. | | I Love | 1 | Romantic, sexual, superficial and platonic forms of love are present in the play. | 1 | Foreshadowing | R&J's deaths are hinted at throughout the play, creating suspense for the audience. | |
| | | | 2 | 2 Death | h | The certainty, fear, acceptance and welcoming of death is portrayed in the play. | | | | |
| 4 | Act 3 | Romeo refuses to fight Tybalt. Mercutio killed by Tybalt and Tybalt by Ror Romeo is banished. | neo. | 3 Fate versu Free | ıs | This is the idea of an inevitable destiny that cannot be escaped. | 2 | Hamartia | Both protagonists can be considered to be tragic heroes: high status, sympathetic characters whose fatal flaws (their impulsiveness) contribute to their inevitable deaths | |
| | | Juliet told she is to be married to Paris. Capulet flies into a rage after Juliet refuses. | | 4 Honour T and loyalty | | The importance of family & friendship. | | | | |
| 5 | Act 4 | Juliet asks Friar Lawrence for help. Friar Lawrence supplies a potion and a plan | | 5 Mascu y and | ulinit | The play explores traditional views of masculinity and the role of women: Juliet chooses to control her own destiny. | 4 | Sonnet | A poem of 14 lines with a strict rhyme scheme, usually associated with love and romance. R&J speak in a shared sonnet when they first meet. | |
| | | Juliet agrees to marry Paris. Wedding plans are underway but Juliet four | nd 'dead' by the | | | Context | 5 | Dramatic | Some things are revealed to the audience before | |
| | | Nurse. 8 Romeo thinks Juliet is dead. He returns to Verona with a poison. Friar Lawrence discovers Romeo did not get his letter. Romeo kills Paris at Juliet's tomb, takes poison and dies. | | I Quee Elizati | | Reigned from 1558-1603. Her reign saw England prosper and become a major player in Europe. She chose not to marry, defying the expectations of a | | Irony | the characters, increasing tension. | |
| 6 | Act 5 | | | 2 Astro | ology | patriarchal society. In both 14th-century Italy and Elizabethan England stars linked to fate and fortune, were believed to predict and influence the course of human events. | 6 | Juxtaposition | Opposites that are placed next to each other. Each idea is being emphasised. | |
| | Romeo kills Paris at Juliet's tomb, takes poison Juliet wakes and finds Romeo, stabs herself. The feud is over. | | | 3 The r of wo | | Society was 'patriarchal ' (led by men). Women were said to be lower than men in The Great Chain of Being. Women were expected to marry, to bear children and be subservient to men. | 7 | Motif | Image, sound, action or other figure that has symbolic significance. Some motifs in R&J include light + dark and poison. | |

| , | ل الآلام kfoot | English Literature | | | Ro | meo and Juliet | | Year Group: 10 & 11 | | | enjoy Jean succeed | |
|---|----------------------|--------------------|---|---|-----------------------------------|----------------|-------|---------------------|-------------------|----------------|--------------------------|--|
| | | Plot Summary | | | | Cł | narac | acters | | | | |
| | Prologue | | | I | Romeo Montague | | 6 | • | Lady Capulet | | | |
| ' | | | | 2 | Juliet Capulet | | 7 | , | Nurse | | | |
| 2 | Act I | | | 3 | Lord Capulet | | 8 | ; | Tybalt | | | |
| | | | | 4 | Mercutio | | 9 |) | Benvolio | | | |
| 3 | Act 2 | | | 5 | Paris | | I | 0 | Friar Lawrence | | | |
| | | | | | | Themes | | | K | key Vocabulary | | |
| | | | | I | Love | | 1 | | Foreshadowing | | | |
| | | | | 2 | Death | | | | | | | |
| 4 | Act 3 | | | 3 | Fate versus Free Will | | 2 | | Hamartia | | | |
| | | | | 4 | Honour and loyalty | | | | _ | | | |
| 5 | Act 4 | | i | 5 | Masculinit y and femininity | | 4 | | Sonnet | | | |
| | | | | | , | Context | 5 | | Dramatic | | | |
| | | | | I | Queen Elizabeth | | | | Irony | | | |
| 6 | Act 5 | | | | | | 6 | | Juxtaposition | | | |
| | | | | 2 | Astrology | | | | | | | |
| | | | | 3 | The role of women | | 7 | | Motif | | | |
| | | | | | | | | | | | | |



English Literature

Power and Conflict Poetry

Year Group: 10 & 11



| | | The Poems: | | | The Poems: | | 1/ >/ | |
|---|--|---|--------|---|---|----|------------|--|
| I | 'Ozymandias Percy Shelle | Rameses II that has been destroyed by nature over time. Highlights the | 9 | 'Remains' Simon | A group of soldiers shoot a man who's running away from a bank raid. The narrator doesn't know if the man was armed or not and can't get the | | - | ocabulary: |
| 2 | 'London' | temporary nature of power. Narrator walks round London and describes the misery he sees brought | | Armitage | man's death off his mind. When back at home, the solider suffers PTSD. | | Monologue | A monologue poem features single speaker who is a |
| - | William Blak | about by the corrupt power of institutions (church, monarchy) over their subjects. | _ ⊤ | 0 'Poppies' Jane Weir | A mother describes her son leaving home to join the army. She fears for his safety and visits a familiar place that reminds | | | fictional character Punctuation marks indicate a |
| 3 | 'The Prelude William Wordsworth | and is overwhelmed by the power of nature compared to | | | her of him. | 2 | Caesura | break in the line of poetry. Usually occurs in the middle of a line. |
| 4 | 'My Last | Duke shows portrait of his former wife who is now dead. The Duchess was flirtatious and displeased the Duke. We realise he probably had the | | Photographer' Carol Ann Duffy | warzones. He contrasts his experiences to rural England and people who seem oblivious to war torn places. | 3 | Enjambment | The continuation of a |
| | Duchess' Robert Browning | Duchess killed. The Duke is planning his next marriage. | | 2 'Tissue' Imtiaz Dharker | Tissue is an extended metaphor for the fragility of life. Literal uses of paper are also discussed, such as recording names in the Koran, as well as the fact we are made from tissue, emphasising we are fragile. | | | sentence without a pause beyond the end of a line/stanza |
| 5 | | e Light Brigade' order meant the cavalry charged into battle with swords, to be met by the | | | | 4 | Free Verse | A poem without consistent |
| | Alfred Lord Tennyson | | | 3 'The Emigree' Carol Rumens | Speaker recalls a city she left as a child. The city has changed and perhaps was a scene of conflict but she protects the memory of her city. It might not be a real place but represents a time/emotion/speaker's childhood. | | | metre patterns or rhyme scheme. |
| 6 | 'Exposure' Wilfred Owe | | | | not de a real place dut represents a time/emotion/speaker's childhood. | 5 | Rhyme | Correspondence of sound between words or ending of |
| 7 | 'Storm on th | compared to nature. A community are waiting to be hit by a storm. The power of | - I | 4 'Checking Out Me History' John | In school the narrator was taught British history & not about his Caribbean roots. He contrasts nonsense topics he was taught with | | | words. |
| • | Island' Seam Heaney | us the storm creates feelings of fear and trepidation. | | Agard | admirable figures excluded from history. | 6 | Volta | In a sonnet, the volta is |
| 8 | 'Bayonet Charge' Ted | Single soldier's experience of a charge towards enemy lines. The soldier fears for his life & the patriotic ideals that | | 5 'Kamikaze' Beatrice Garland | A Japanese kamikaze pilot aborts his mission and when he returns home is shunned. His daughter imagines her father was reminded of his childhood and beauty of nature & life whilst on the mission. | | | the turn of thought or argument. |
| | Hughes | encouraged him to fight have gone. | | | | 7 | Couplet | Pair of successive lines, typically rhyming and of the |
| | | Com | paris | ons: | | | | same length. |
| | Power of Nature | Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze. | 6 | Identity | My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigree, Kamikaze, Checking Out Me History. | 8 | Sonnet | One stanza, 14-line poem written in iambic pentameter |
| | Power of Ozymandias, London, My Last Duchess, Tissue, Checking Out Me Humans History. | | 7 | Place | London, The Prelude, The Emigree, Kamikaze. | | Defecie | |
| - | Effects of Conflict The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze. | | , 8 | Powerful Individuals | Ozymandias, My Last Duchess | 9 | Refrain | A line or set of lines that repeatedly occurs in a poem. |
| | Reality of Conflict The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, War Photographer. | | , 9 | Political Power | Storm on the Island, London, The Charge of the Light Brigade | 10 | Stanza | A group of lines in a poem. |
| 5 Individual London, The Prelude, Bayonet Charge, Remains, Poppies, War Experiences Photographer, The Emigree, Kamikaze. | | 10 | Memory | The Prelude, My Last Duchess, Remains, Poppies, War Photographer, The Emigree, Kamikaze. | | | [. | |

| Bec | ل اگ kfoot | English Literature | | Power and C | onflict Poetry | Yea | r Group: 10 8 | enjoy Jean succeed |
|-----|---|--------------------|-----------|------------------------------------|----------------|----------|---------------|--------------------------|
| | | The Poems: | | | The Poems: | | Kev | Vocabulary: |
| I | 'Ozymandias' Percy Shelley | | 9 | 'Remains' Simon | | | | , ocubular y. |
| 2 | 'London' William Blake | | | Armitage | | | I Monologue | |
| 3 | 'The Prelude' | | | 'Poppies' Jane Weir | | | 2 Caesura | |
| - | William Wordsworth | | | 'War Photographer' | | | | |
| 4 | 'My Last Duchess' Robert | | 12 | Carol Ann Duffy 'Tissue' Imtiaz | | | 3 Enjambment | |
| 5 | Browning 'The Charge of | | | Dharker | | | | |
| | the Light Brigade' Alfred Lord Tennyson | | 13 | 'The Emigree' Carol Rumens | | | 4 Free Verse | |
| 6 | 'Exposure' Wilfred Owen | | 14 | 'Checking Out | | <u> </u> | 5 Rhyme | |
| 7 | 'Storm on the Island' Seamus | | | Me History' John Agard | | | | |
| | Heaney 'Bayonet | | | 'Kamikaze' Beatrice | | | 6 Volta | |
| 8 | Charge' Ted | | | Garland | | | | |
| | | | Compariso | | | | 7 Couplet | |
| | ower of ature | | 6 | Identity | | | 0 Connot | |
| | ower of umans | | 7 | Place | | | 8 Sonnet | |
| | ffects of onflict | | 8 | Powerful Individuals | | | 9 Refrain | |
| | eality of onflict | | 9 | Political Power | | | | |
| | dividual kperiences | | 10 | Memory | | | 10 Stanza | |

| , Be | _0 eckfoo | · | English Literature | | | Unseen Poetry | Year Group: 10 & 11 | | | | |
|---------|--|---|---|---|---|---|--|---|---|--|--|
| | | Ass | essment Criteria | | Р | oetic Structures and Forms | Key Vocabulary | | | | |
| I | A01 | | een poem analysis only. Read, understand and ktual references, including quotations, to suppo | | Stanza | A group of lines separated from others in a poem. | | | | | |
| 2 | AO2 | illustrate interpr | · • • • | 2 | Rhyme | The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme). | 1 | Poet | The author of the poem. | | |
| | | question. Analys | e the language, form and structure used by a v and effects, using relevant subject terminology | writer to | Couplet | A pair of rhyming lines which follow on from one another. | | | | | |
| | | | | 4 | Enjambment | The running over of a sentence from one line to the next without a piece of punctuation at the end of the line. | 2 | Speaker | The voice of the poem – this may or may not be the poet themselves. | | |
| | Simi | | Detic Language | or "or " | Caesura | A stop or a pause in a line of poetry – usually caused by punctuation. | | | | | |
| 2 | Simile A comparison made using the words "like" or "as." Metaphor A comparison – made directly or indirectly – without using "like" or "as." | | | Blank verse | Poetry written in non-rhyming, ten syllable lines. | 3 | Reader | Who the poem is written for. Some poems are written with a specific reader in mind. | | | |
| 3 | Pers | Personification Giving human characteristics to something which is not human. | | which is 7 | Dramatic monologue | A poem in which an imagined speaker address the reader. | 4 | Form | The type of poem, i.e. lyric or sonnet. | | |
| 4 | Ono | matopoeia | Words which attempt to imitate sounds. | 8 | Lyric | An emotional, rhyming poem, most often describing the emotions caused by a specific event. | | 1 On M | · | | |
| 5 | Allit | eration | A repetition of consonant sounds. | 9 | Sonnet | A fourteen line poem, with variable rhyme scheme, usually on | | | How the poem has been put together – | | |
| 6 | Asso | onance | A repetition of vowel sounds | | Free verse | the topic of love for a person, object or situation. Non-rhyming, non-rhythmical poetry which follows the rhythms | 5 | Structure | couplet, rhyme scheme, stanzas etc. | | |
| 7 | Juxta | aposition | Two things being placed close together for contrasting effect. | 10 | Free verse | of natural speech. | | | Techniques such as metaphor, | | |
| 8 | Sem | antic field | A set of words relating to the same topic. " "Shot" would appear in the semantic field o | | Hov | v to approach an unseen poem | 6 | Language | personification etc. used by the poet to present the subject matter | | |
| 9 | | ona/ ative voice | The voice/speaker of the poem who is differ the writer. | rent from | I What What is the poem about? What happens? What is the topic/theme? | | 7 | Interpretation | A reader's understanding of and response to a poem. | | |
| | | Oxymoron A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire." 2 How How is this communicated? What language/structural techniques does the poet use to present this? 3 Effect What is the effect on the reader? What response do they have to the poem? What do they learn/understand? | | | | | | | | | |
| 10 | Оху | | | What is the effect on the reader? What response do they | 8 | Comparison | Comparing the methods two poets use to present their ideas in their poems. | | | | |

| , | لَّالَّ ckfoot | English Literature | | | Unseen Poetry | • | Year Group | : 10 & 11 | enjoy learn succeed |
|----|-----------------------------|--------------------|----|-----------------------|------------------------------|----------------|----------------|-----------|---------------------------|
| | Ass | essment Criteria | | P | Poetic Structures and Forms | Key Vocabulary | | | |
| 1 | 401 | | 1 | Stanza | | | | | |
| 2 | AO2 | | 2 | Rhyme | | · | Poet | | |
| | | | 3 | Couplet | | 1⊢ | | | |
| | | oetic Language | 4 | Enjambment | | 2 | Speaker | | |
| | Simile | | 5 | Caesura | | 1 | | | |
| 2 | Metaphor | | 6 | Blank verse | | 3 | Reader | | |
| 3 | Personification | | 7 | Dramatic monologue | | ┨┝── | | | |
| 4 | Onomatopoeia | | 8 | Lyric | | 4 | Form | | |
| 5 | Alliteration | | 9 | Sonnet | | 5 | Structure | | |
| 6 | Assonance | | 10 | Free verse | | - * | Structure | | |
| 7 | Juxtaposition | | | | | | _ | | |
| 8 | Semantic field | | | Ноч | v to approach an unseen poem | 6 | Language | | |
| 9 | Persona/ narrative voice | | | What | | 7 | Interpretation | | |
| | | | 2 | How | |] | | | |
| 10 | Oxymoron | | 3 | Effect | | 8 | Comparison | | |

Foundation Tier Knowledge Organiser



enjoy learn succeed

| Present Tense Perfect Tense | | | Nea | ar Future Tense – I | am going to | Conditional Tense – I would like to | | | | | | |
|-----------------------------|--------------|-----------|-----|---------------------|-------------|-------------------------------------|----|--------------------|------------|----|------------------------|-------------|
| 1 | Je suis | l am | 1 | Je suis allé(e) | l went | | 1 | Je vais être | be | 1 | Je voudrais être | be |
| 2 | J'ai | I have | 2 | Je suis parti(e) | l left | 11 | 2 | Je vais avoir | have | 2 | Je voudrais avoir | have |
| 3 | Je fais | I do/make | 3 | J'ai fait | I did/made | 1[| 3 | Je vais aller | go | 3 | Je voudrais aller | go |
| 4 | Je vais | l go | 4 | J'ai aimé | l liked | 11 | 4 | Je vais faire | do | 4 | Je voudrais faire | do |
| 5 | J'aime | l like | 5 | J'ai détesté | I hated | 11 | 5 | Je vais jouer | play | 5 | Je voudrais jouer | play |
| 6 | Je déteste | l hate | 6 | J'ai joué | l played | 11 | 6 | Je vais regarder | watch | 6 | Je voudrais regarder | watch |
| 7 | Je joue | l play | 7 | J'ai mangé | l ate | 11 | 7 | Je vais manger | eat | 7 | Je voudrais manger | eat |
| 8 | Je mange | l eat | 8 | J'ai acheté | l bought | | 8 | Je vais achèter | buy | 8 | Je voudrais achèter | buy |
| 9 | Je bois | l drink | 9 | J'ai trouvé | l found | 1 F | 9 | Je vais travailler | work | 9 | Je voudrais travailler | work |
| 10 | Je lis | l read | 10 | J'ai travaillé | l worked | | 10 | Je vais voir | see | 10 | Je voudrais voir | see |
| 11 | J'achète | l buy | 11 | J'ai regardé | l watched | ┥┟ | 11 | Je vais boire | drink | 11 | Je voudrais boire | drink |
| 12 | Je trouve | l find | 12 | J'ai vu | l saw | ┥┝ | 12 | Je vais devenir | become | 12 | Je voudrais devenir | become |
| 13 | Je travaille | l work | 13 | J'ai bu | l drank | ┥┝ | 13 | Je vais voyager | travel | 13 | Je voudrais voyager | travel |
| 14 | Je pense | I think | | | | $\left\{ \right\}$ | | | | 14 | ce serait | it would be |
| 15 | c'est | it's | 14 | J'ai lu | l read |] [| 14 | ce sera | it will be | | <u> </u> | |

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

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

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

ୁର୍ଗ୍ରି Beckfoot Subject: French

Foundation Tier Knowledge Organiser



| | Present Tens | se | | Perfect Ten | nse | Nea | ar Future Tense – I am going t | to | Сог | nditional Tense – I would like to | |
|----|--------------|----|----|------------------|---|-----|--------------------------------|----|-----|-----------------------------------|--|
| 1 | Je suis | | 1 | Je suis allé(e) | | 1 | Je vais être | | 1 | Je voudrais être | |
| 2 | J'ai | | 2 | Je suis parti(e) | 1 | 2 | Je vais avoir | | 2 | Je voudrais avoir | |
| 3 | Je fais | | 3 | J'ai fait | 1 | 3 | Je vais aller | | 3 | Je voudrais aller | |
| 4 | Je vais | | 4 | J'ai aimé | | 4 | Je vais faire | | 4 | Je voudrais faire | |
| 5 | J'aime | | 5 | J'ai détesté | i – – – – – – – – – – – – – – – – – – – | 5 | Je vais jouer | | 5 | Je voudrais jouer | |
| 6 | Je déteste | | 6 | J'ai joué | i – – – – – – – – – – – – – – – – – – – | 6 | Je vais regarder | | 6 | Je voudrais regarder | |
| 7 | Je joue | | 7 | J'ai mangé | | 7 | Je vais manger | | 7 | Je voudrais manger | |
| 8 | Je mange | | 8 | J'ai acheté | [] | 8 | Je vais achèter | [| 8 | Je voudrais achèter | |
| 9 | Je bois | | 9 | J'ai trouvé | | 9 | Je vais travailler | [| 9 | Je voudrais travailler | |
| 10 | Je lis | | 10 | J'ai travaillé | [] | 10 | Je vais voir | | 10 | Je voudrais voir | |
| 11 | J'achète | | 11 | J'ai regardé | | 11 | Je vais boire | | 11 | Je voudrais boire | |
| 12 | Je trouve | | 12 | J'ai vu | | 12 | Je vais devenir | | 12 | Je voudrais devenir | |
| 13 | Je travaille | | 13 | J'ai bu | | 13 | Je vais voyager | [| 13 | Je voudrais voyager | |
| 14 | Je pense | | 13 | J'ai lu | <u> </u> | 13 | | [| 14 | ce serait | |
| 15 | c'est | | | Jaliu | | 14 | ce sera | | | | |

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

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

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

Beckfoot Subject: French

| Foundation Tier | Knowledg | e Organiser |
|------------------------|----------|-------------|
|------------------------|----------|-------------|



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

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

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

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

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

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

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

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

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

Beckfoot Subject: French

Foundation Tier Knowledge Organiser



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

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

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

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

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

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

| Exclamations!!! | | | |
|-----------------|------------------|--|--|
| 1 | Quel dommage! | | |
| 2 | Quel plaisir! | | |

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

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

Subject: French **Beckfoot**

_00.

Higher Tier Knowledge Organiser



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

| Perfect Tense | | | | | |
|---------------|------------------|------------------|-----------|------------|--|
| 1 | | Je suis allé(e) | | l went | |
| 2 | | Je suis part | i(e) | l left | |
| 3 | | J'ai fait | | I did/made | |
| 4 | | J'ai aimé | | I liked | |
| 5 | | J'ai détesté | ģ | I hated | |
| 6 | | J'ai joué | | I played | |
| 7 | | J'ai mangé | | l ate | |
| 8 | | J'ai acheté | | l bought | |
| 9 |) J'ai trouvé | | l found | | |
| 10 |) J'ai travaillé | | l worked | | |
| 11 | 11 J'ai regardé | | I watched | | |
| 12 | | J'ai vu | | l saw | |
| 13 | 3 | J'ai bu | | I drank | |
| 14 | .4 J'ai lu | | l read | | |
| ll y a | | | | | |
| 1 | I | ll y a The | | e is/are | |
| 2 | 1 | ll y avait There | | e was/were | |
| 3 | 1 | ll y aura There | | e will be | |
| 4 | | l y aurait | There | e would be | |

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

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

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



Higher Tier Knowledge Organiser



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

| | Perfect Tense | | | | |
|--------|-------------------|---------------|------|--|--|
| 1 | | Je suis allé(| e) | | |
| 2 | | Je suis part | i(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 | 9 J'ai trouvé | | | | |
| 10 | 10 J'ai travaillé | | 2 | | |
| 11 | L | J'ai regardé | | | |
| 12 | 2 | J'ai vu | | | |
| 13 | 3 | J'ai bu | | | |
| 14 | 4 J'ai lu | | | | |
| ll y a | | | | | |
| 1 | 1 | ll y a | | | |
| 2 | | l y avait | | | |
| 3 | | ll y aura | | | |
| 4 | | l y aurait | | | |

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

| | Structures with infinitives | | | | |
|---|-----------------------------|--|--|--|--|
| 1 | J'aime aller/faire | | | | |
| 2 | Je n'aime pas aller/faire | | | | |
| 3 | Je vais aller/jouer | | | | |
| 4 | Je voudrais aller/jouer | | | | |
| 5 | il faut aller/jouer | | | | |
| 6 | on peut/doit aller | | | | |
00 Subject: French Beckfoot

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

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

| Higher Tier | [•] Knowledge | Organiser |
|-------------|------------------------|-----------|
|-------------|------------------------|-----------|

KS4

Adjectives



| Connectives | | | Intensi | iers |
|------------------------|--------------|---|------------------|-----------------|
| parce que | because | 1 | un peu | a bit |
| car | as | 2 | assez | quite |
| mais | but | З | très | very |
| pourtant | however | 4 | vraiment | really |
| en revanche | however | 5 | beaucoup | much |
| néanmoins | nevertheless | 6 | trop | too |
| certes | admittedly | 7 | tellement | SO |
| aussi | also | 8 | extrêmement | extrer |
| donc | therefore | | | |
| d'ailleurs | besides | | Exclamat | ions!!! |
| bien que (+subj) | although | 1 | Quel dommage! | What a shame |
| à moins que (+subj) | unless | 2 | Quel plaisir! | What a pleasu |

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

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

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

ୁର୍ଗ୍ରିକ୍ Beckfoot Subject: French

Higher Tier Knowledge Organiser

KS4



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

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

| Connective | es |
|------------------------|--|
| parce que | |
| car | |
| mais | |
| pourtant | |
| en revanche | |
| néanmoins | |
| certes | |
| aussi | |
| donc | |
| d'ailleurs | |
| bien que (+subj) | |
| à moins que (+subj) | |
| | parce que car mais pourtant en revanche néanmoins certes aussi donc d'ailleurs bien que (+subj) à moins que |

| Frequenc | у |
|-------------------------|---|
| tous les jours | |
| de temps en temps | |
| une fois par semaine | |
| deux fois par mois | |
| nejamais | |
| toujours | |
| souvent | |
| quelquefois/ parfois | |

| Intensifiers | | | Adjectives | | |
|--------------|---------------|----------|------------|-------------|--|
| 1 | un peu | | 1 | amusant | |
| 2 | assez | | 2 | intéressant | |
| 3 | très | | 3 | passionnant | |
| 4 | vraiment | | 4 | utile | |
| 5 | beaucoup | | 5 | beau | |
| 6 | trop | | 6 | fantastique | |
| 7 | tellement | | 0 | Tantastique | |
| 8 | extrêmement | | 7 | incroyable | |
| | | | 8 | ennuyeux/ | |
| | Exclamat | tions!!! | | barbant | |
| 1 | Quel | | 9 | fatigant | |
| | dommage! | | 10 | difficile | |
| 2 | Quel plaisir! | | 11 | | |
| | II | | | cher | |

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



Foundation Tier Knowledge Organiser

KS4

| | Present Tense | | | Perfect Tense | | | | | Simp | le Past | Future/Conditional Tense | | | | |
|----|---------------|-----------|--------|---------------|-------------------|------------------|------------|----------------|-----------------------------|----------------|--------------------------|-----------------|------------------------|--------------|-------------|
| 1 | Ich bin | l am | | 1 | Ich bin gegangen | | l went | 1 | ich war | l was | ich | werde/möchte | (I will/would like to) | | |
| 2 | Ich habe | l have | 1 | 2 | Ich bin gefahren | Ich bin gefahren | | 2 | es war | it was | 1 | sein | be | | |
| 3 | Ich mache | I do/make | | 3 | Ich bin geflogen | | l flew | 3 | sie waren | they were | 2 | werden | become | | |
| 4 | Ich gehe | l go | 1 | 4 | Ich bin geblieben | | l stayed | 4 | ich hatte | I had | 3 | gehen | go | | |
| 5 | Ich fahre | l travel | | 5 | Ich habe gemacht | t | I did/made | · · | | | 4 | fahren | travel | | |
| 6 | Ich mag | l like | ╢┝ | 6 | Ich habe gespielt | | I played | 5 | es gab | there was/were | 5 | spielen | play | | |
| 7 | Ich hasse | l hate | ┤┝ | 7 | Ich habe gegesser | n | late | | Conditio | onal Fancy | 6 | essen | eat | | |
| 8 | Ich spiele | l play | ╢┝ | 8 | Ich habe getrunke | | I drank | 1 | ich wäre | I would be | 7 | trinken | drink | | |
| 9 | Ich esse | l eat | ╢┝ | 9 | - | | l bought | 2 | es wäre | it would be | 8 | sehen | see | | |
| 10 | Ich trinke | I drink | ╢┝ | | Ich habe gekauft | | | | | | 9 | arbeiten | work | | |
| | | | ┥┝ | 10 | Ich habe gearbeit | | l worked | 3 | sie wären | they would be | 10 | lesen | read | | |
| 11 | Ich lese | l read | | 11 | Ich habe gesehen | | I watched | 4 | ich hätte | I would have | 11 | machen | make/do | | |
| 12 | Ich sehe | l see | | 12 | Ich habe gelesen | | l read | 5 | es gäbe | there would be | 12 | besuchen | visit | | |
| 13 | Ich kaufe | l buy | \Box | 13 | Ich habe gefunde | n | I found | | Structures With Infinitives | | | | 1 | | |
| 14 | Ich finde | l find | | 14 | ich habe besucht | | l visited | 1 | ich mussn | | | I have to do | | | |
| 15 | Ich arbeite | l work | ╏└ | | Using (| ~ | - | ı —— | | | | | | | |
| 16 | Ich denke | l think | 1 | | | 1 | | 2 | ich darfm | achen | | I am allowed | to do | | |
| 17 | Ich muss | I have to | 1 | 1 | es gibt | Ihe | ere is/are | 3 | ich kannm | nachen | | I can do | | | |
| 18 | lch kann | l can | 1 | 2 | es gab | There was/were | | There was/were | | 4 | ich sollma | achen | | I should do | |
| 19 | Ich will | l want to | 1 [| 3 | es wirdgeben | There will be | | There will be | | 5 | ich willmachen | | | I want to do | |
| 20 | es ist | it's | 1 | 4 | es würde…geben | There would be | | There would be | | 6 | man muss/ | kann/sollmachen | | you must/ca | n/should do |



Subject: German

Foundation Tier Knowledge Organiser

KS4

| | Present Tense | Perfect Tense Simple Past | Future/Conditional Tense |
|----|---------------|--|--|
| 1 | Ich bin | 1 Ich bin gegangen 1 ich war | ich werde/möchte(I will/would like to) |
| 2 | Ich habe | 2 Ich bin gefahren 2 es war | 1sein |
| 3 | Ich mache | 3 Ich bin geflogen 3 sie waren | – 2 …werden |
| 4 | Ich gehe | 4 Ich bin geblieben | 3gehen |
| 5 | Ich fahre | 5 Ich habe gemacht | 4fahren |
| 6 | Ich mag | 6 Ich habe gespielt 5 es gab | 5spielen |
| 7 | Ich hasse | 7 Ich habe gegessen Conditional Fancy | 6essen |
| 8 | Ich spiele | 8 Ich habe getrunken 1 ich wäre | 7trinken |
| 9 | lch esse | 9 Ich habe gekauft 2 es wäre | 8sehen |
| 10 | Ich trinke | 10 Ich habe gearbeitet 3 sie wären | 9arbeiten |
| 11 | Ich lese | | 10lesen |
| 12 | Ich sehe | | 11machen |
| | Ich kaufe | 12 Ich habe gelesen 5 es gäbe | 12besuchen |
| 13 | | 13 Ich habe gefunden Structur | es With Infinitives |
| 14 | Ich finde | 14 ich habe besucht 1 ich mussmachen | |
| 15 | Ich arbeite | Using Geben 2 ich darfmachen | |
| 16 | Ich denke | | |
| 17 | Ich muss | 5 ICH Kannmachen | |
| 18 | Ich kann | 2 es gab 4 ich sollmachen | |
| 19 | Ich will | 3 es wirdgeben 5 ich willmachen | |
| 20 | es ist | 4 es würde…geben 6 man muss/kann/soll…machen | |



Subject: German

Foundation Tier Knowledge Organiser

KS4

| | Sentence Starters | | | | | | | Conr | nectiv | es | | | | Intensi | liers | | Adjectives | | |
|----|---|----------|---------------|------|-------|-----------|--|-----------|--|-------------------|------|-----|---|-----------------------------|-----------------|--------|------------------------|-----------------|--|
| 1 | meiner Meinung na | ich | in my opinio | n | | | 1 | und | | and | | | 1 | ein bisschen | a bit | 1 | lustig | funny | |
| 2 | meines erachtens | | in my opinio | n | | | 2 aber | | | but | | 1 | 2 | ziemlich | quite | 2 | interessant | interesting | |
| 3 | im Großen und Gan | izen | all in all | | | | 3 | denn | | because | 5 | 1 | 3 | sehr | very | 3 | spannend | exciting | |
| 4 | ich denke, dass | | I think that | | | | 4 | oder | | or | | 1 | 4 | wirklich | really | 4 | nützlich | useful | |
| 5 | ich würde sagen, da | ass | I would say 1 | tha | at | | 5 | jedoch | | howeve | r | - [| 5 | echt | genuinely | 5 | schön | beautiful | |
| | | | | | | | 6 | außerdem | | furtherr | nore | -11 | 6 | ZU | too | 6 | toll | great | |
| 6 | ich muss sagen, das | S | I have to say | y tr | nat | | 7 | weil/da | | because | | ┨┠ | 7 | SO | SO | 7 | unglaublich | incredible | |
| | Signposting Tin | ne Fra | mes | | | | 8 | dass | | that | | ┥┟ | 8 | ganz | totally | 8 | langweilig | boring | |
| 1 | letztes Jahr | last y | ear | 1 | | | | | | inde | | | | | | 9 | anstrengend | tiring | |
| 2 | letzte Woche | last w | veek | | | | _ | Frequency | - | | | | | Exclamat | | 10 | schwierig | difficult | |
| 3 | gestern | yeste | rday | | | jeden Tag | | | | y day | | | 1 | Wie Schade! | What a shame! | 11 | teuer | expensive | |
| 4 | normalerweise | norm | ally | | 2 | ab und zu | | | from | from time to time | | _lŀ | 2 | Wahnsinn! | Wow! | 12 | billig | cheap | |
| 5 | gewöhnlich | usual | ly | | 3 | einn | nal pro | Woche | once | once a week | | | - | | | | | | |
| 6 | dieses Abend | this e | evening | | 4 | zwe | imal pr | o Woche | twice a month | | | ┥ | | | - | Phras | | | |
| 7 | nächste Woche | next | week | | 5 | nie | | | never | | | ┥┟ | 1 | <u> </u> | | | it was loads of fun | | |
| 8 | nächstes Jahr | next | year | | 6 | imm | er | | alwa | VS | | ┥┟ | 2 | es hat sich wir | | | it was really worth it | | |
| 9 | in der Zukunft | in the | e future | | | oft | | | ofter | , | | ┥┟ | 3 | das hat mir gefallen | | | liked it | | |
| 10 | am Wochenende | at the | e weekend | | 8 | man | chmal | | som | etimes | | ┥┟ | 4 | ich freue mich schon darauf | | | am already lookin | g forward to it | |
| | | | | | | | | | | | | | 5 | ich werde mic | h amüsieren | | will enjoy myself | | |
| | | | Perfect Pa | st | Examp | les | | | | | | | | | Fantastic Futur | e Exar | mples | | |
| 1 | Letztes Wochenende Kino/Café/Restauran und es hat eine Meng | t/Stadic | on/Museum ge | ega | angen | cine | Last weekend I went to the cinema/café/restaurant/stadium/ museum and it was loads of fun. | | | | 1 | Fr | Nächstes Jahr werde ich mit meinenNext year I will travel with myFreunden nach Berlin fahren und ichfriends to Berlin. I am alreadyfreue mich schon darauf.looking forward to it. | | | | | | |
| 2 | | | | | | tasty | 2 | m | 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. | | | | | | | | | | |



Foundation Tier Knowledge Organiser

KS4



| | Sentence St | | Connectives | | | | Intensifiers | | | Adjectives | | | |
|----|---|---------------|-------------|------------|-----------|------|---|---------------|--|------------------|-------|-------------|--|
| 1 | meiner Meinung nach | | | 1 | und | | | 1 | ein bisschen | | 1 | lustig | |
| 2 | meines erachtens | | | 2 | aber | | | 2 | ziemlich | | 2 | interessant | |
| 3 | im Großen und Ganzen | | | 3 | denn | | | 3 | sehr | | 3 | spannend | |
| 4 | ich denke, dass | | | 4 | oder | | | 4 | wirklich | | 4 | nützlich | |
| 5 | ich würde sagen, dass | | | 5 | jedoch | | | 5 | echt | | 5 | schön | |
| 6 | ich muss sagen, dass | | | 6 | außerdem | | | 6 | zu | | 6 | toll | |
| Ŭ | | | | 7 | weil/da | | | 7 | SO | | 7 | unglaublich | |
| | Signposting Time Fra | umes | | 8 | dass | | | 8 | ganz | | 8 | langweilig | |
| 1 | letztes Jahr | | | | Frequency | | | | | | 9 | anstrengend | |
| 2 | letzte Woche | | 1 | jeden Tag | | | | 4 | Exclamat | cions!!! | 10 | schwierig | |
| 3 | gestern | | | ab und zu | | | | 1 | Wie Schade! | | 11 | teuer | |
| 4 | normalerweise | | | | | | | 2 | Wahnsinn! | | 12 | billig | |
| 5 | gewöhnlich | | 3 | einmal pro | o Woche | | | | | Fancy | Phras | 05 | |
| 6 | dieses Abend | | 4 | zweimal p | ro Woche | | | 1 | os hat aina M | enge Spaß gemach | | 63 | |
| 7 | nächste Woche | | 5 | nie | | | | 2 | es hat sich wi | | | | |
| 8 | nächstes Jahr | | 6 | immer | | | ŀ | 3 | das hat mir ge | - | | | |
| 9 | in der Zukunft | | 7 | oft | | | ŀ | 4 | - | n schon darauf | | | |
| 10 | am Wochenende | | 8 | manchma | | | | 5 | ich werde mic | | | | |
| | | | | | | |] [| - | | | | • | |
| | | Perfect Pas | t Examp | les | | | | | | Future Tense | Exam | pies | |
| 1 | Letztes Wochenende bin ich Kino/Café/Restaurant/Stadio und es hat eine Menge Spaß | on/Museum geg | gangen | | | | Fi | reur | stes Jahr werde i Iden nach Berlin mich schon dara | fahren und ich | | | |
| 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! | | | | m | nöch | öchte ins Café ge te Pizza essen. Ic ieren, weil ich Pi | ch werde mich | | | | | |



KS4

| Present Tense | | | Perfect Tense | | | | | Simp | e Past | Future/Conditional Tense | | | | | | |
|---------------|-------------|-----------|---------------|-------------------|------------------|---------------|----------------|-----------------------------|----------------|--------------------------|--------------|------------------------|-----------------|--|-------------|--------------|
| 1 | Ich bin | l am | 1 | Ich bin gegangen | | l went | 1 | ich war | l was | ich | werde/möchte | (I will/would like to) | | | | |
| 2 | Ich habe | l have | 2 | Ich bin gefahren | Ich bin gefahren | | 2 | es war | it was | 1 | sein | be | | | | |
| 3 | Ich mache | I do/make | 3 | Ich bin geflogen | | l flew | 3 | sie waren | they were | 2 | werden | become | | | | |
| 4 | Ich gehe | l go | 4 | Ich bin geblieben | | l stayed | 4 | ich hatte | I had | 3 | gehen | go | | | | |
| 5 | Ich fahre | l travel | 5 | Ich habe gemacht | t | I did/made | | | | 4 | fahren | travel | | | | |
| 6 | Ich mag | l like | 6 | Ich habe gespielt | | l played | 5 | es gab | there was/were | 5 | spielen | play | | | | |
| 7 | Ich hasse | l hate | 7 | Ich habe gegesse | n | late | | Conditio | nal Fancy | 6 | essen | eat | | | | |
| 8 | Ich spiele | l play | 8 | Ich habe getrunke | | l drank | 1 | ich wäre | I would be | 7 | trinken | drink | | | | |
| 9 | Ich esse | l eat | 9 | | | | 2 | es wäre | it would be | 8 | sehen | see | | | | |
| | | | | Ich habe gekauft | | l bought | | | | 9 | arbeiten | work | | | | |
| 10 | Ich trinke | l drink | 10 | Ich habe gearbeit | tet | l worked | 3 | sie wären | they would be | 10 | lesen | read | | | | |
| 11 | Ich lese | l read | 11 | Ich habe gesehen | I | l watched | 4 | ich hätte | I would have | 11 | machen | make/do | | | | |
| 12 | Ich sehe | l see | 12 | Ich habe gelesen | | l read | 5 | es gäbe | there would be | 12 | besuchen | visit | | | | |
| 13 | Ich kaufe | l buy | 13 | Ich habe gefunde | en | l found | | Structures With Infinitives | | | | I | | | | |
| 14 | Ich finde | l find | 14 | ich habe besucht | | l visited | 1 | | | | | | | | | |
| 15 | Ich arbeite | l work | | | | | ı | ich mussmachen | | | I have to do | | | | | |
| 16 | lch denke | I think | | Using | 1 | | 2 | ich darfm | achen | | I am allowed | l to do | | | | |
| 17 | Ich muss | I have to | 1 | es gibt | The | re is/are | 3 | ich kannm | nachen | | I can do | | | | | |
| 18 | Ich kann | l can | 2 | es gab | There was/were | | 4 | ich sollmachen | | | I should do | | | | | |
| 19 | Ich will | l want to | 3 | es wirdgeben | The | There will be | | There will be | | ich willmachen | | | I want to do | | | |
| 20 | es ist | it's | 4 | es würdegeben | There would be | | There would be | | There would be | | 6 | man muss/ | kann/sollmachen | | you must/ca | in/should do |



KS4

| | Present Tense | Perfect Tense Simple Past | Future/Conditional Tense |
|----|---------------|--|--|
| 1 | Ich bin | 1 Ich bin gegangen 1 ich war | ich werde/möchte(I will/would like to) |
| 2 | Ich habe | 2 Ich bin gefahren 2 es war | 1sein |
| 3 | Ich mache | 3 Ich bin geflogen 3 sie waren | 2werden |
| 4 | Ich gehe | 4 Ich bin geblieben 4 ich hatte | 3gehen |
| 5 | Ich fahre | 5 Ich habe gemacht | 4fahren |
| 6 | Ich mag | 6 Ich habe gespielt 5 es gab | 5spielen |
| 7 | Ich hasse | 7 Ich habe gegessen Conditional Fancy | y 6 …essen |
| 8 | Ich spiele | 8 Ich habe getrunken 1 ich wäre | 7trinken |
| 9 | lch esse | 9 Ich habe gekauft 2 es wäre | 8sehen |
| 10 | Ich trinke | 10 Ich habe gearbeitet 3 sie wären | 9arbeiten |
| 11 | Ich lese | | 10lesen |
| | | 11 Ich habe gesehen 4 ich hätte | 11machen |
| 12 | Ich sehe | 12 Ich habe gelesen 5 es gäbe | 12besuchen |
| 13 | Ich kaufe | 13 Ich habe gefunden | Structures With Infinitives |
| 14 | Ich finde | 14 ich habe besucht 1 ich mussmachen | |
| 15 | Ich arbeite | | |
| 16 | Ich denke | | |
| 17 | Ich muss | 1 es gibt 3 ich kannmachen | |
| 18 | Ich kann | 2 es gab 4 ich sollmachen | |
| 19 | Ich will | 3 es wirdgeben 5 ich willmachen | |
| 20 | es ist | 4 es würdegeben 6 man muss/kann/soll | machen |



KS4

| | Sentence St | arters | | | | | | |
|-------------------------|-----------------------|-----------------------|--|----|---|--|--|--|
| 1 | meiner Meinung nach | in my opinion | | 1 | | | | |
| 2 | meines erachtens | in my opinion | | 2 | | | | |
| 3 | im Großen und Ganzen | all in all | | 3 | | | | |
| 4 | auf der einen Seite | on the one hand | | 4 | | | | |
| 5 | aber auf der anderen | but on the other hand | | 5 | | | | |
| | Seite | | | 6 | Γ | | | |
| 6 | es scheint mir, dass | it seems to me that | | 7 | | | | |
| 7 | ich denke, dass | I think that | | 8 | | | | |
| 8 | ich würde sagen, dass | I would say that | | 9 | | | | |
| 9 | obwohl ich weiß, dass | although I know that | | 10 | | | | |
| 10 | ich glaube, dass | I believe that | | 11 | | | | |
| 11 | ich muss sagen, dass | I have to say that | | 12 | | | | |
| Signposting Time Frames | | | | | | | | |

| | 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 | | | | | | | | | |

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

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

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

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



KS4



| | Sentence Starters | | | | | Con | nective | es | | Intensi | fiers | | Adjective | es | | | | | |
|----|-------------------------|-------|---|-------|---------------|-------------|---------|--------------------------------|-----------------------------------|--------------------------|----------------|--------|-------------|----|---------|--|----|-----------|--|
| 1 | meiner Meinung nach | | | | 1 | und | | | 1 | ein bisschen | a bit | 1 | lustig | | | | | | |
| 2 | meines erachtens | | | | 2 | aber | | | 2 | ziemlich | | 2 | interessant | | | | | | |
| 3 | im Großen und Ganzen | | | | 3 | denn | | | 3 | sehr | | 3 | spannend | | | | | | |
| 4 | auf der einen Seite | | | | 4 | sondern (ne | eg) | | 4 | wirklich | | 4 | nützlich | | | | | | |
| 5 | aber auf der anderen | | | | 5 | jedoch | | | 5 | echt | | 5 | schön | | | | | | |
| | Seite | | | | 6 | deshalb | | | 6 | zu | | 6 | toll | | | | | | |
| 6 | es scheint mir, dass | | | | 7 | trotzdem | | | 7 | SO | | 7 | unglaublich | | | | | | |
| 7 | ich denke, dass | | | | 8 | außerdem | | | 8 | ganz | | | - | | | | | | |
| 8 | | | | | 9 | 9 weil/da | | | | Exclamat | tions!!! | 8 | langweilig | | | | | | |
| 9 | obwohl ich weiß, dass | | | | 10 | dass | | | 1 | Wie | | 9 | anstrengend | | | | | | |
| 10 | ich glaube, dass | | | | | | | | | 11 | obwohl | | | | Schade! | | 10 | schwierig | |
| 11 | ich muss sagen, dass | | | | 12 wenn | | | | 2 | Wahnsinn! | | 11 | teuer | | | | | | |
| | Signposting Time Frames | | | | Frequency | | | | | | 12 | billig | | | | | | | |
| 1 | letztes Jahr | | 1 | jeder | en Tag | | | Fancy Phrases | | | | | | | | | | | |
| 2 | letzte Woche | | 2 | ab ur | nd zu | | | 1 | es hat eine M | enge Spaß gemach | t | | | | | | | | |
| 3 | gestern | | | | | | | 2 | 2 ich habe mich wirklich amüsiert | | | | | | | | | | |
| 4 | normalerweise | | 3 | einm | mal pro Woche | | | 3 es hat sich wirklich gelohnt | | | | | | | | | | | |
| 5 | gewöhnlich | | 4 | zweii | mal pro | o Woche | | | 4 | das hat mir ge | efallen | | | | | | | | |
| 6 | dieses Abend | | 5 | nie | | | | | 5 | ich hätte nie gedacht | | | | | | | | | |
| 7 | nächste Woche | 6 imr | | imme | ner | | | 6 | je (heißer), desto besser | | | | | | | | | | |
| 8 | nächstes Jahr | | | oft | | | | | 7 | ich freue mich | n schon darauf | | | | | | | | |
| 9 | in der Zukunft | | 8 | mano | chmal | | | | 8 | es wird bestin machen | nmt viel Spaß | | | | | | | | |



Subject: History

Topic: Modern Medicine

2. Treatments

Year Group: 11



| | | | succeed | | | | |
|--|-----|--|--|--|--|--|--|
| | Кеу | v word | Definition | | | | |
| or Fleming found that wounds teria were not healed by | Ar | itibiotic | A medicine that kills bacteria and infection | | | | |
| worked on a way to deal with | AI | DS | A virus that stops the immune system from working properly The genetic code that decides the unique features of each species | | | | |
| discovered penicillin by chance tri dish containing mould while | D | A | | | | | |
| y periments and published his put it got little attention Florey and Chain began work on Ilin | | diotherapy | A treatment using x-rays or other forms of radiation | | | | |
| | | ellshock | A term used in WWI to describe post traumatic stress disorder | | | | |
| y a £25 grant from the | | perbugs | Bacteria that are resistant to antibiotics | | | | |
| cillin could be used to fight ns | 2. | Treatments | | | | | |
| ve the capacity to mass produce American government were to develop the treatment | 6 | Alternative treatments | Some people have come to see pharmaceutical companies and drug treatments as harmful | | | | |
| first treatment to be mass | | | Unproven alternatives like homeopathy have been suggested by some Others suggest more traditional remedies, e.g. acupuncture and herbal remedies | | | | |
| ompanies began to pay for cover and trial new antibiotics cturing industry becoming eant money was being put into | 7 | How did World War affect treatments? | World War I and II played a part in the discovery and development of penicillin WWI also led to the discovery of shellshock This was a big step forward in acknowledging mental health and | | | | |
| developed that had unknown Thalidomide was developed as a | 0 | Howbas | providing treatments | | | | |
| tablet but it caused deformities otics are produced, bacteria / to the drugs – these are known | 8 | How has technology affected treatments? | Technology has allowed scientists to continue to develop new drugs After Thalidomide was banned, a more strict scientific process was put in place to ensure medicines were safe The discovery of radiation by Marie and | | | | |
| un to focus on preventing an treating it. healthier lifestyle e.g. healthy nanagement | | | Pierre Currie led to the creation of radiotherapy to treat cancerSince the 1970s, chemotherapy has been used to treat cancer if radiotherapy is unsuccessful | | | | |
| | | | | | | | |

| 1. | Understanding | g of Disease | 1 | The | 1. During WWI, doctor Fleming f |
|----|--|--|---|--|---|
| 1 | What still needed to be learned? | By the 20th Century, Germ Theory had been proven and accepted as the cause of diseases All the focus however, was on diseases that were caused by bacteria | | Discovery of Penicillin | infected with bacteria were no antiseptics Back in Britain, he worked on a these bacteria In 1928, Fleming discovered p when he left a petri dish conta he went on holiday He did further experiments an |
| 2 | Under- standing | In 1953, scientists Crick and Watson discovered the | | | findings in 1929, but it got littl |
| | genetic diseases | structure of DNA and how it passed from parents to children | 2 | The developmen t of | In 1938, scientists Florey and 0 developing penicillin They received only a £25 gran |
| 3 | What was the Human Genome Project? | In 1990, the Human Genome Project was set up world wide It's aim was to work out how each part of DNA affects the body This helped scientists to find | | penicillin | government 3. They proved penicillin could b infection in humans 4. England didn't have the capac penicillin, but the American go willing and ready to develop the |
| | | ways of treating specific genetic illnesses | 3 | The Impact of penicillin and the | Penicillin was the first treatme produced. It led to more interest in produced |
| Ke | y dates | | | pharma- ceutical industry | 3. Pharmaceutical companies be |
| 1 | 1906-1914 | Liberal Reforms | | | researchers to discover and tr4. This drug manufacturing indus |
| 2 | 1914-1918 | World War One | | | successful also meant money more research |
| 3 | 1928 | Fleming publishes his article about penicillin | 4 | What are | 1. Some drugs were developed t |
| 4 | 1939-1945 | World War Two | | the problems of | side effects – e.g. Thalidomide morning sickness tablet but it |
| 5 | 1942 | The Beveridge Report is published | | the pharma- ceutical industry? | in babies 2. As stronger antibiotics are pro develop immunity to the drug |
| 6 | 1948 | The NHS established | | maastry. | as superbugs |
| 7 | 1967 | The first successful heart transplant | 5 | Change in focus | 1. Doctors have begun to focus of disease rather than treating it |
| 8 | 1980 | The World Health Organisation declares smallpox eradicated | | | 2. They encourage a healthier life eating and work management |

| r D | -00- - | Subject | t: History | Topic: | Modern Medicine | Y | ear Gro | up: 11 | enjoy learn succeed |
|--------|-------------------------------|------------|------------|----------------------------|-----------------|--------------------------|-------------------------|------------|---------------------------|
| R | eckfoot | | | 2. Treatments | | Key | / word | Definition | - |
| 1. | Understanding o | of Disease | | 1 The | | Ar | ntibiotic | | |
| 1 | What still needed to be | | | Discovery of Penicillin | | AI | DS | | |
| | learned? | | | | | D | NA | | |
| | | | | | | Ra | diotherapy | | |
| 2 | Under- standing | | | | The | Sh | ellshock | | |
| | genetic diseases | | | 2 The developmen | | Su | perbugs | | |
| 3 | What was | | | t of penicillin | | | period23 | | |
| | the Human | | | | | 2. | Treatments | | |
| | Genome Project? | | | | 6 | 6 Alternative treatments | | | |
| | | | | 3 The Impact | The Impact | | | | |
| | | | | of penicillin and the | | | | | |
| Ke | y dates | | | pharma- | | 7 | How did | | |
| 1 | 1906-1914 | | | ceutical industry | | / | World War affect | | |
| 2 | 1914-1918 | | | | | | treatments? | | |
| 3 | 1928 | | | | | | | | |
| 4 | 1939-1945 | | | 4 What are the | | | | | |
| 5 | 1942 | | | problems of | | 8 | How has technology | | |
| 6 | 1948 | | | the pharma- ceutical | | | affected treatments? | | |
| 7 | 1967 | | | industry? | | | | | |
| 8 | 1980 | | | 5 Change in | | | | | |
| | | | | focus | | | | | |
| | | | | | | | | | |



Subject: History

Topic: Modern Medicine

Year Group: 10



| B | ecktoot | | | | | | | _ | | |
|----|---------------------------------|--|---|------------------------|--|---|---|-------------------|--|---|
| 3. | Surgery | | | 4. | Public Health | | | Кеу | word | Definition |
| 1 | impact did | 1. | X-rays were made more reliable and mobile x-ray units (petites curies) were | 1 | public health | 1. | In 1899, the British government discovered that 40% of its young male | Ar | aesthetic | A substance that stops a patient from feeling pain |
| | WWI have on surgery? | 2. | 1901, but during WWI, it was discovered | | improve from 1900? | 2. | population were unfit to fight Factory owner Rowntree made a study | Lik | oeral | The political party in power from 1905- 1916 |
| | | 3. | , , , , , | | | 3. | showing more than 25% of people in York were living in poverty Businessman Booth funded a study that | Reform | | To make changes in order to improve something |
| | | 4. | with injured soldiers to develop techniques for plastic surgery – e.g. skin grafts In 1917 The Queen's Hospital was opened, | | | 4 | found 35% were living in poverty in East London They argued the government should | w | elfare State | A system in which the government takes care of the wellbeing of its people |
| | | specializing in facial injuries 5. The Keller-Blake leg splint was developed, which held broken bones in place while | | | | care for their people | | | y Individuals | |
| 2 | What | 1. | they healed. Surgeon McIndoe developed plastic | 2 | What changed? | | In 1906 a new Liberal government was elected They had promised to tackle poverty | 1 | Fleming | Accidentally discovered penicillin |
| | impact did WWII have on | /II have the "guinea pig club" at Queen Victoria's Hospital in London. gery? 2. Blood transfusion was developed and by 1945 the Blood Transfusion Service was efficient at storing and transporting blood 3. American surgeon Dwight Harken began | 3 | How did the Liberal | 1. | 1906 – Free school meals act 1907 – Births had to be reported and | 2 | Florey & Chain | Developed the use of penicillin as an antibiotic | |
| | | | 945 the Blood Transfusion Service was fficient at storing and transporting blood merican surgeon Dwight Harken began | | government improve public health? | 3. 1908 – Old over 70s w on 4. 1909 – law | health visitors visited new mothers 3. 1908 – Old-age pensions introduced for over 70s who didn't have enough to live | 3 | Crick & Watson | Discovered DNA |
| | | | removing bullets and shrapnel from hearts, developing the first heart surgery. | | | | 1909 – laws to improve the standard of | 4 | Gillies | Developed the first plastic surgery |
| 3 | How has technology helped | 1. | In the 1930s, injected anaesthetics were developed, which allowed more control and longer operations | | | 5. | house building 1911 – National Insurance Act provided sick pay 1912 – Clinics set up to provide free | 5 | Rowntree | Wrote a report on poverty in York in 1901 |
| | surgery? | | The first heart transplant was carried out in South Africa in 1967 and this led to more ambitious transplants The heart/lung machine allowed blood | | | | medical treatment for children in school 1919- Housing Act provided 'Homes for | 6 | Booth | Wrote a report on poverty in London from 1889-1903 |
| | 4 | 4. | circulation during surgery | 4 | Why was there improvement | Heroes' for returning soldiers People demanded a better future after the sacrifices of WWII In 1941 William Beveridge wrote a | | 7 | Beveridge | Wrote a report stating the government should be responsible for public health in 1941 |
| | | | cells Ultrasound scanners can assess bloodf low Keyhole surgery means that surgery is quicker to heal from Robotic surgery can be used to be more | | after WWII? | r i 3. 1 | report recommending a Welfare state including: a National Health Service and Universal national insurance The Labour Party won the 1945 election promising to act on Beveridge's report | 8 | Bevan | Health minister who planned and made the NHS in 1948 |
| | | | precise | | | | promising to act on bevenuge's report | | | |

| | the foot | Subject: History | То | pic: Mod | lern Medicine | γ | 'ea | r Group | : 10 | enjoy learn succeed | | |
|---|---|------------------|----|--|---------------|-------------------|------|-------------------|------------|---------------------------|--|--|
| | irgery | | 4. | Public Health | | | Кеу | word | Definition | | | |
| 1 | What impact did WWI have | | 1 | Why did public health improve from | | | Ana | esthetic | | | | |
| | on surgery? | | | 1900? | | | Libe | eral | | | | |
| | | | | | | | Ref | orm | | | | |
| | | | | | | | We | lfare State | | | | |
| | | | | | | | Key | Individuals | | | | |
| | What | | 2 | What changed? | | | 1 | Fleming | | | | |
| | impact did WWII have on surgery? | | 3 | How did the Liberal | | | 2 | Florey & Chain | | | | |
| | 0 / | | | improve public health? | public | improve public | | | 3 | Crick & Watson | | |
| | | | | | | | 4 | Gillies | | | | |
| 1 | How has technology helped | | | | | | 5 | Rowntree | | | | |
| | surgery? | | | | | | 6 | Booth | | | | |
| | | | 4 | Why was there | | | 7 | Beveridge | | | | |
| | | | | improvement after WWII? | | | | | | | | |
| | | | | | | | 8 | Bevan | | | | |
| | | | | | | | | | | | | |





| 4. P | ublic Health – The | NHS | Ke | y factors in the Mo | dern period | | |
|-------------|--|---|----|------------------------|--|--|--|
| 1 | The creation of the NHS | The Labour Health Minister was Aneurin Bevan He introduced plans for the NHS to Parliament and they passed in 1948 | 1 | War | World Wars created new injuries that fueled the development of new surgical techniques World Wars also led people to demand a better | | |
| 2 | What did the NHS provide? | The NHS spent money training staff GPs working for the NHS provided free care and | | | standard of life after the sacrifices made during war time | | |
| | | advice3. The government took control of hospitals and improved them4. Hospitals provided maternity care, child welfare | 2 | Individuals | Individuals continued to make scientific advances Individual social reformers made the government aware of the suffering of the people and demanded change | | |
| | | and ambulances5. Free dentistry, opticians and medicines6. Vaccination programmes were organised7. The NHS carried out medical research | 3 | Government | The government had to respond to the will of the people as more and more people gained the right to vote The Liberal Government broke the government | | |
| 3 | Why was there opposition to the NHS? | Doctors feared they wold lose their independence and private income Some people still believed in Laissez-faire Some local councils and charities didn't want the generation to take over their beautitals | 4 | | policies of Laissez-faire 3. Government played the biggest part in improving public health with the creation of the welfare state 4. Governments invested money in new developments | | |
| | | government to take over their hospitals | | Science and technology | 1. Developments in science and technology allowed scientists allowed scientists to create new drugs and | | |
| 4 | What's the NHS like today? | It has grown - there are 10x as many doctors as there were in 1948 It costs the country a lot of money - x12 more than in 1948 There are some charges for patients There are fewer hospital beds The NHS focuses on prevention of health problems | | technology | Sciences and technology also continued to develop understanding of conditions that were genetically caused Advances in technology made modern surgery more accurate and safe | | |
| 5 | Impact of the | Until 1948, 8 million people had never seen a | 5 | Chance | 1. Fleming's discovery of penicillin was by chance | | |
| 5 | NHS | Onth 1540, 6 minion people had never seen a doctor before NHS vaccination schemes have eradicated some illnesses like Polio Babies are less likely to die in infancy People live 13 years longer than in 1948 | 6 | Communication | Communication is much better in the modern era, which allows information on healthy living to be more easily circulated Better communication also allows scientific discoveries to be accessed around the world | | |





| 4. P | ublic Health – The | NHS | Ке | ey factors in the Modern period | |
|------|--|-----|----|---------------------------------|--|
| 1 | The creation of the NHS | | 1 | War | |
| 2 | What did the NHS provide? | | 2 | Individuals | |
| | | | 3 | Government | |
| 3 | Why was there opposition to the NHS? | | 4 | Science and technology | |
| 4 | What's the NHS like today? | | | | |
| | | | 5 | Chance | |
| 5 | Impact of the NHS | | 6 | Communication | |

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

Building habits like this will boost your academic performance and help minutes of something you really enjoy as a reward at the end.

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

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

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

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

support your mental wellbeing at the same time.

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



Flash Cards

| 1 Identify | 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 | 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 |
| from whole class feedback. | | No extended answer questions. | Shuffle the cards each time you use them. Use the Leitner system to use flash cards everyday. | secure ; Ir so, move onto applying knowledge in that area in specific extended exam questions. |
| Avoid answering and answerit in y answer out loud o | the questions in yo /our head, you are r write it down bef you car | Avoid answering the questions in your head: research shows that when you read and answer it in your head, you aren't actually testing your knowledge effective answer out loud or write it down before checking it against the card, so you are tr you can explain the answer properly | shows that when y g your knowledge ainst the card, so y er properly | 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 ta you have ı flash | ible to help made and u -card temp | Use this table to help you keep track of the flash or you have made and used this half term. There are flash-card templates for you to use overleaf. | rack of the If term. The u to use ov | flash cards re are some erleaf. |
| Week 1 Whic | Which Subject/Topic? | c? Week 2 | 2 Which Subject/T | bject/Topic? |
| Day 1 | | Day 1 | | |
| Day 2 | | Day 2 | | |
| Day 3 | | Day 3 | | |
| Day 4 | | Day 4 | - | |
| Day 5 | | Day 5 | - | |
| _ | | | | 54 |

| 55 | | |
|----|--|--|

| 56 | | |
|----|--|--|

| 57 | | |
|----|--|--|
| 7 | | |

| 58 | | |
|----|--|--|

| 59 | | |
|----|--|--|

| 06 | | |
|----|--|--|

| 61 | | |
|----|--|--|

| 62 | | |
|----|--|--|

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

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

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

| 63 | Day 5 | | Day 5 |
|----------------------|--------|-----------------------------|--------|
| | Day 4 | | Day 4 |
| | Day 3 | | Day 3 |
| | Day 2 | | Day 2 |
| | Day 1 | | Day 1 |
| Which Subject/Topic? | Week 2 | Week 1 Which Subject/Topic? | Week 1 |











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

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





Revise Like a Beckfooter Rewards

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

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

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

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

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

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

