



**Beckfoot School**

# **Knowledgeable And Expert Learners**

**Year**

**2023/24**

**Easter-May**

**enjoylearn**succeed****

Name: .....

Tutor group: .....

## Contents

- Homework Instructions
- Independent Learning: Revise Like a Beckfooter
- Subject Knowledge organisers
- Quiz It instructions and knowledge organisers
- Link It instructions and templates
- Map It instructions and templates
- Shrink It instructions and templates
- Read and Reflect Like a Beckfooter
- Beckfoot Power Hour
- Learn Like a Beckfooter Rewards

## What should you be working on each week?

### Homework:

- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

### Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

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

# Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

## Logging in to Class Charts

Follow the steps below to access your student account.

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

Access code\*  
Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

LOG IN

2. Click on the Log in button.

Date of birth

Please enter your date of birth below.

Date of Birth  
12/06/2009

OK CANCEL

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

## Homework

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

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

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

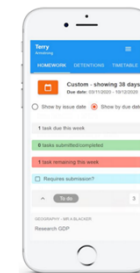
To display tasks in the order they were set, click on the Issue Date button.

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

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

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

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



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

## Keeping track of homework

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

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

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

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

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

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

## Homework status categories

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

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

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

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

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

To do

Completed

Submitted late

Not submitted

Submitted

# How to access My Learning Resources

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



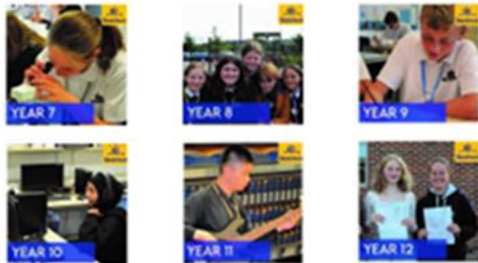
1. Select 'Student Zone' on the homepage of our website



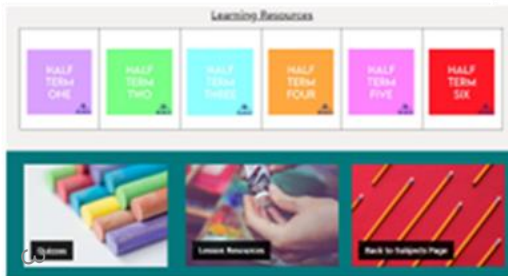
2. Select 'My Learning Resources'

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

3. Select your year group



3. Select the subject you want to work on

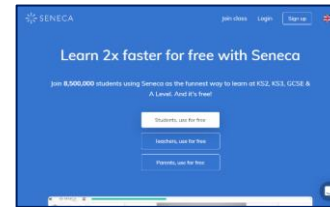


3. Select the relevant half term.

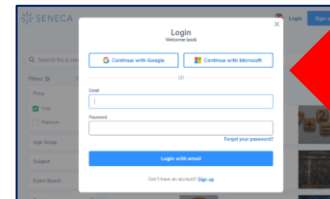
All the resources you need will be here

# How to access Seneca

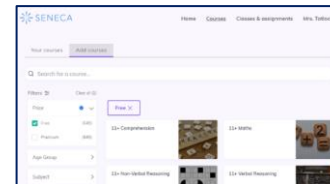
Seneca learning is a free online platform that will help you revise for all your subjects.



1. Go to <https://senecalearnin.g.com/en-GB/>

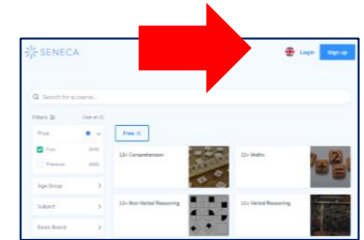


3. Select 'Continue with Microsoft'.

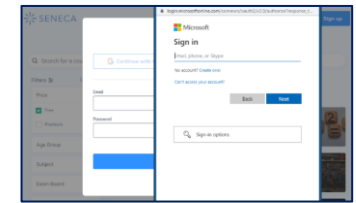


5. Select the course(s) you want to work on.

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



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



4. Enter your school email and password.



SCAN ME

# Homework Instructions

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



**SCAN ME**

**Maths**



**SCAN ME**

**English**



**SCAN ME**

**Science**



**SCAN ME**

**MFL**



**SCAN ME**

**Humanities**



**SCAN ME**

**D&T**



**SCAN ME**

**Perf. Arts**



**SCAN ME**

**Art**



**SCAN ME**

**Music**



**SCAN ME**

**Computing**



**SCAN ME**

**Knowledgeable &  
Expert Learners**



**SCAN ME**

**Confident  
Communicators**



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

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

When you have truly learnt something you can:

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

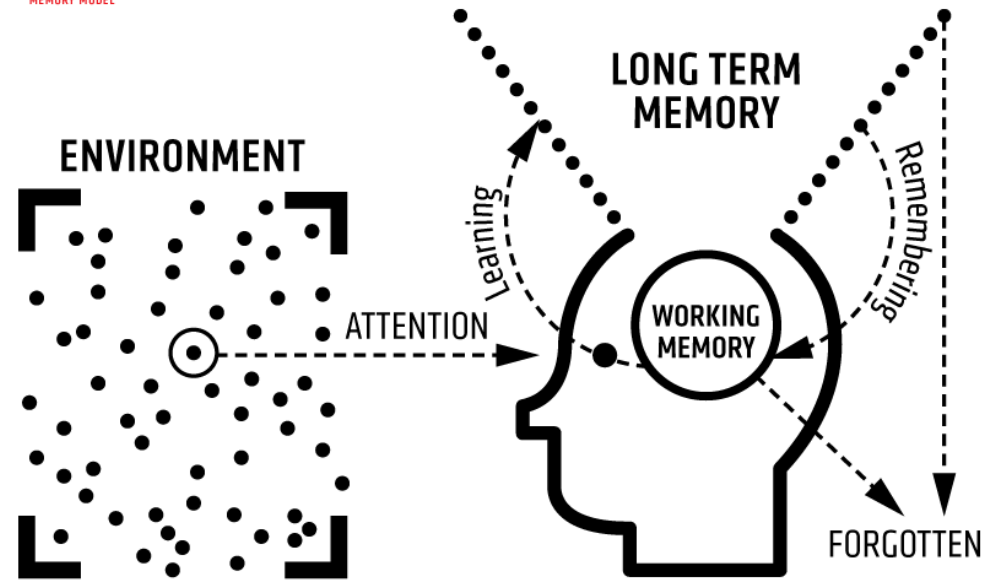
Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and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

## What we expect from you:

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

## What you can expect from us:

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



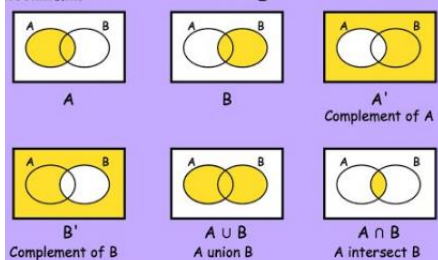
## Our evidence-informed Independent learning strategies:

1. Quiz It
2. Link It
3. Map It
4. Shrink It

## Algebra - Quadratics

1	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where $a$ , $b$ and $c$ are numbers
2	Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give $b$ and multiply to give $c$ . $x^2 + 7x + 10 = (x + 5)(x + 2)$
3	Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised $x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4	Solving Quadratics by Factorising	<b>Factorise</b> the quadratic in the usual way. Solve $x^2 + 3x - 10 = 0$ <b>Solve = 0</b> Factorise: $(x + 5)(x - 2) = 0$ $x = -5$ or $x = 2$



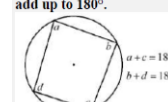
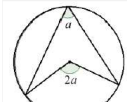
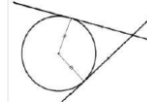

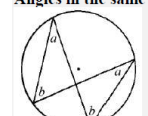
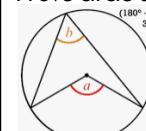
## Statistics – Representing Data

1	Venn Diagrams
 <p> <math>A</math>      <math>B</math>      <math>A^*</math> Complement of <math>A</math>  <math>B^*</math> Complement of <math>B</math>      <math>A \cup B</math> <math>A</math> union <math>B</math>      <math>A \cap B</math> <math>A</math> intersect <math>B</math> </p>	

## Geometry and Measure – Angles

1	Acute Angle	<b>Acute angles</b> are less than $90^\circ$ .
2	Obtuse Angle	<b>Obtuse angles</b> are greater than $90^\circ$ but less than $180^\circ$ .
3	Reflex Angle	<b>Reflex angles</b> are greater than $180^\circ$ but less than $360^\circ$ .
4	Right Angle	<b>Right angles</b> are exactly $90^\circ$ .
5	Corresponding Angles	<b>Corresponding angles are equal.</b> They look like F angles, but never say this in the exam.
6	Alternate Angles	<b>Alternate angles are equal.</b> They look like Z angles, but never say this in the exam.
7	Co-Interior Angles (Also called supplementary)	<b>Co - Interior angles add up to <math>180^\circ</math>.</b>

## Geometry and Measures – Circle Theorems

<b>Circle Theorem 1</b> Angles in a semi-circle have a right angle at the circumference. 	<b>Circle Theorem 5</b> A tangent is perpendicular to the radius at the point of contact. 
<b>Circle Theorem 2</b> Opposite angles in a cyclic quadrilateral add up to $180^\circ$ .  <p> <math>a + c = 180^\circ</math>  <math>b + d = 180^\circ</math> </p>	<b>Circle Theorem 6</b> The angle at the centre is twice the angle at the circumference. 
<b>Circle Theorem 3</b> Tangents from an external point at equal in length. 	<b>Circle Theorem 7</b> <b>Alternate Segment Theorem</b> 
<b>Circle Theorem 4</b> Angles in the same segment are equal. 	<b>Prove circle theorems</b> $(180^\circ - 2w) + (180^\circ - 2y) + a = 360^\circ$ $360^\circ - 2w - 2y + a = 360^\circ$ $a - 2w - 2y = 0$ $a = 2w + 2y$ $a = 2(w + y)$ $w + y = b$ <b>so <math>a = 2b</math></b> 
<b>Key Vocabulary</b>	
1	<b>Mutually Exclusive</b> Two or more events are said to be <b>mutually exclusive</b> if the occurrence of any one of them <b>means</b> the others will not occur
2	<b>Relative Frequency</b> How often something happens divided by all outcomes

Algebra – Quadratics		
1		
2		
3		
4		

Geometry and Measure – Angles		

Geometry and Measures – Circle Theorems	

Statistics – Representing Data	
1	

Key Vocabulary		
1	Mutually Exclusive	
2	Relative Frequency	

Form	Conventions
1 <b>Dramatic Monologue</b>	<ul style="list-style-type: none"> <li>A poetic form</li> <li>First person</li> <li>From the perspective of a character (i.e. someone who is definitely not the poet)</li> <li>Allows a detailed psychological exploration of a character</li> </ul>
2 <b>Prose Fiction</b>	<ul style="list-style-type: none"> <li>Entertaining writing that tells a story</li> <li>Can be first or third person</li> <li>Can be present or past tense</li> <li>Many possible perspectives</li> </ul>
3 <b>Crime Report</b>	<ul style="list-style-type: none"> <li>Informative writing that reports on a newsworthy event</li> <li>Third person, past tense</li> <li>Uses speculative language (e.g. “it is alleged”)</li> <li>Implies bias</li> </ul>
4 <b>Drama</b>	<ul style="list-style-type: none"> <li>Writing designed to help actors perform effectively</li> <li>Mainly dialogue (character will speak in the first person and present tense)</li> <li>Large, detailed stage directions at the start</li> <li>Staging decisions have symbolic meaning</li> </ul>
5 <b>Epistolary Fiction</b>	<ul style="list-style-type: none"> <li>A fictional story told through letters (or other documents like diary entries)</li> <li>First person, present tense</li> <li>Characterisation achieved through letter style</li> </ul>

Context for <i>The Laboratory</i>		
1	<b>Robert Browning</b>	Victorian poet particularly famous for his <i>dramatic monologues</i> .
2	<b>Morality</b>	Ideas of right and wrong. A focus on morality was a strong feature of society in Victorian England.
3	<b>Psychology</b>	The study of the human mind. A new and controversial topic in Victorian England.
4	<b>Nature vs nurture</b>	An important debate for the Victorians. Is evil part of us from birth (nature), or do we learn it (nurture)?

Archaic Language		
1	<b>thee/thou</b>	<ul style="list-style-type: none"> <li>Both words mean “you”</li> <li>“thou” is used as a subject, “thee” as an object</li> </ul>
2	<b>thy/thine</b>	<ul style="list-style-type: none"> <li>“thy” means “your”</li> <li>“thine” means “yours”</li> </ul>
3	<b>art</b>	Archaic form of “are”
4	<b>doth/dost</b>	Archaic forms of “does” and “do”
5	<b>ere</b>	Archaic form of “before”
6	<b>aye/nay</b>	Archaic forms of “yes” and “no”
7	<b>prithee</b>	Contraction of “I pray thee”, meaning “I ask of you”
8	<b>wherefore</b>	Archaic form of “why”

Key Vocabulary		
1	<b>Person</b>	A key grammatical choice: <ul style="list-style-type: none"> <li>1<sup>st</sup> person = “I”, “me” etc</li> <li>2<sup>nd</sup> person = “you”</li> <li>3<sup>rd</sup> person = “(s)he”, “they”</li> </ul>
2	<b>Tense</b>	A key grammatical choice that specifies when in time events occur: past, present or future
3	<b>Perspective</b>	The viewpoint employed in a piece of writing – which character tells the story
4	<b>Poetry</b>	Writing organised in lines and stanzas, often containing rhyme, rhythm and figurative language
5	<b>Prose</b>	Writing organised in sentences and paragraphs. Less likely to make use of rhyme and a fixed rhythm
6	<b>Planning</b>	Conscious choices made by a writer before they write
7	<b>Drafting</b>	When a writer has a first try at acting on planning decisions. An opportunity to experiment!
8	<b>Editing</b>	When a writer checks their work after writing to ensure it achieves its intended effect



Form		Conventions
1	Dramatic Monologue	
2	Prose Fiction	
3	Crime Report	
4	Drama	
5	Epistolary Fiction	

Context for <i>The Laboratory</i>		
1	Robert Browning	
2	Morality	
3	Psychology	
4	Nature vs nurture	

Archaic Language		
1	thee/thou	
2	thy/thine	
3	art	
4	doth/dost	
5	ere	
6	aye/nay	
7	prithee	
8	wherefore	

Key Vocabulary		
1	Person	
2	Tense	
3	Perspective	
4	Poetry	
5	Prose	
6	Planning	
7	Drafting	
8	Editing	

### Knowledge: Photosynthesis

Photosynthesis is a chemical reaction which takes place in plants

- |   |   |
|---|---|
| 1 | It converts carbon dioxide and water into glucose and oxygen  |
| 2 | It uses light energy to power the chemical reaction, which is absorbed by the green pigment chlorophyll |
| 3 | This means that photosynthesis is an example of an endothermic reaction                                 |
| 4 | The whole reaction takes place inside the chloroplasts which are small organelles found in plant cells  |

### Knowledge: Rate of photosynthesis/ Limiting factors

- |   |   |
|---|---|
| 1 | A limiting factor is something which stops the photosynthesis reaction from occurring at a faster rate        |
| 2 | Temperature, light intensity and carbon dioxide level are all limiting factors                                |
| 3 | Increasing the temperature of the surroundings will increase the rate of reaction, but only up to around 45°C |

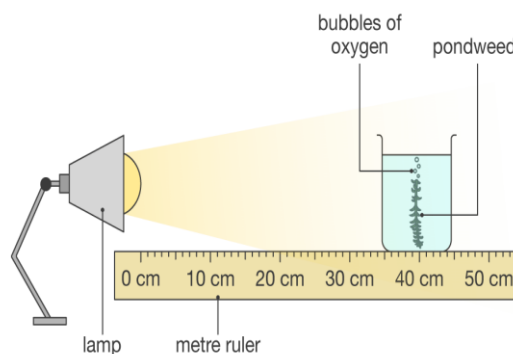
### Knowledge: The Effect of Light intensity ( Required practical )

The amount of light a plant receives affects the rate of photosynthesis.

- |   |  |
|---|--|
| 1 | If a plant receives lots of light, lots of photosynthesis will occur |
| 2 | If there is very little or no light, photosynthesis will stop        |

IV : light intensity  
DV: amount of bubbles produced  
CV: same amount of time/pondweed

Investigating the Effect of Light Intensity on the Rate of Photosynthesis



### Key Vocabulary

- |   |              |   |
|---|--------------|---|
| 1 | Respiration  | Is the chemical reaction which occurs inside the mitochondria<br>Aerobic – Using oxygen<br>Anaerobic – Without using oxygen |
| 2 | Exothermic   | Meaning that energy is released to the surroundings.  |
| 3 | Metabolism   | Is the combination of all the reactions in a cell or in the body  |
| 4 | Fermentation | In plants/yeast cells, anaerobic respiration makes different products. This is called fermentation.                         |

### Knowledge: key word + symbol equations

- |   |  |
|---|--|
| 1 | Photosynthesis: carbon dioxide + water → glucose + oxygen<br>$6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$  |
| 2 | Aerobic : glucose + oxygen → carbon dioxide + water<br>$\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O}$  |
| 3 | Anaerobic: glucose → lactic acid<br>$\text{C}_6\text{H}_{12}\text{O}_6 \rightarrow 2\text{C}_3\text{H}_6\text{O}_3$<br>Fermentation: glucose → ethanol + carbon dioxide<br>$\text{C}_6\text{H}_{12}\text{O}_6 \rightarrow 2\text{C}_2\text{H}_5\text{OH} + 2\text{CO}_2$ |

**Knowledge: Photosynthesis**

1	
2	
3	
4	

**Knowledge: Rate of  
photosynthesis/ Limiting factors**

1	
2	
3	

**Knowledge: The Effect of Light  
intensity ( Required practical )**

1	
2	

Investigating the Effect of Light Intensity on  
the Rate of Photosynthesis

**Key Vocabulary**

1	Respiration	
2	Exothermic	
3	Metabolism	
4	Fermentation	

**Knowledge: key word + symbol equations**

1	
2	
3	

### Knowledge: Effect of Exercise

When a person exercises, their body (muscles) need much more energy

- |   |   |
|---|---|
| 1 | To release more energy, the amount of respiration reactions occurring has to increase |
| 2 | The heart pumps faster and the breathing rate and breath volume all increase          |
| 3 | Muscles not receiving enough oxygen then anaerobic respiration begins to occur        |
| 4 | This incomplete oxidation of the glucose produces lactic acid                         |

### Knowledge: Oxygen Debt ( HT only)

- |   |  |
|---|--|
| 1 | During vigorous exercise, the body can begin to carry out anaerobic respiration and produces lactic acid |
| 2 | Lactic acid is transported via blood stream to the liver which converts it into glucose                  |
| 3 | The oxygen debt is the amount of oxygen required by the body   |

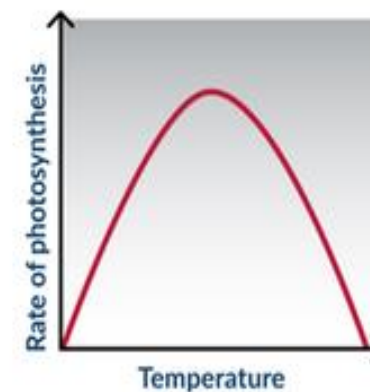
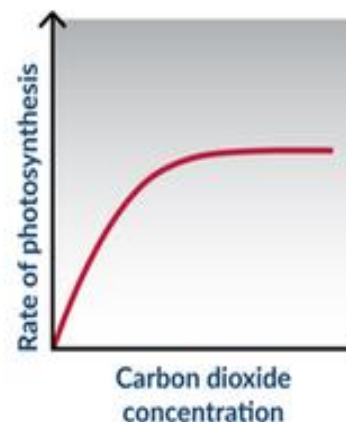
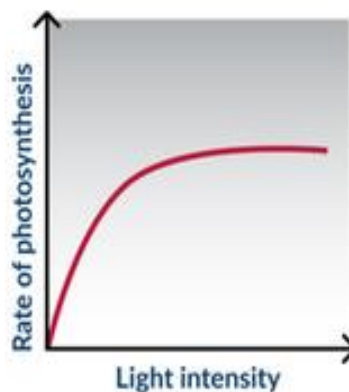
### Knowledge: Interaction of Limiting factors ( HT only)

The limiting factors for the reaction will depend on the environmental conditions

- |   |  |
|---|--|
| 1 | At night, light intensity is the limiting factor                   |
| 2 | In winter, temperature is the limiting factor                      |
| 3 | In other conditions, carbon dioxide is usually the limiting factor |

### Knowledge: Inverse Square Law and Light Intensity ( HT only)

- |   |   |
|---|---|
| 1 | The inverse square law is used to describe the light intensity at different distances from the source |
| 2 | The intensity of light is inversely proportional to the square distance from the source               |
| 3 | intensity $\propto \frac{1}{\text{distance}^2}$   |



**Knowledge: Effect of Exercise**

1	
2	
3	
4	

**Knowledge: Oxygen Debt ( HT only)**

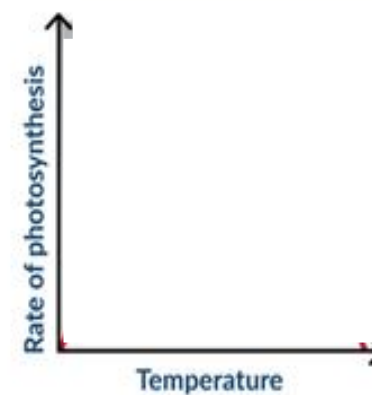
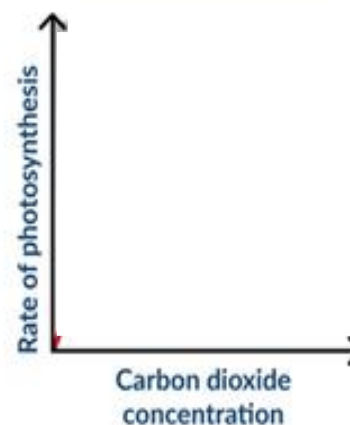
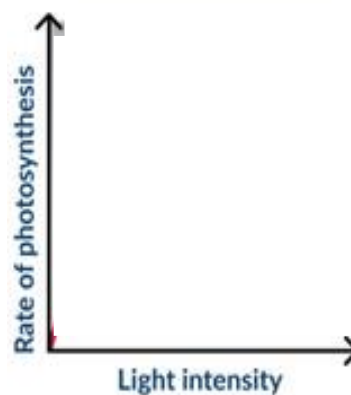
1	
2	
3	

**Knowledge: Interaction of Limiting factors ( HT only)**

1	
2	
3	

**Knowledge: Inverse Square Law and Light Intensity ( HT only)**

1	
2	
3	





### Key Expressions + avoir

1	J'ai raison	I am right
2	J'ai tort	I am wrong
3	J'ai soif	I am thirsty
4	J'ai faim	I am hungry
5	J'ai envie de	I want to
6	J'ai le droit de	I am allowed to
7	J'en ai marre de	I am fed up with

### Direct and Indirect Object pronouns

1	Me/m'	Me
2	Te/t'	You
3	Nous	We
4	Le/la/l'	Him/her/it
5	Les	Them

### Si clauses

1	Si j'ai aidé à la maison	If I have helped around the house
2	Si j'ai fini mes devoirs	if I have finished my homework
3	Si j'ai mon portable sur moi	If I have my phone on me
4	Si mes parents savent avec qui je suis	If my parents know who I am with
5	Si mes parents savent où je vais	If my parents know where I am going
6	Si je veux	If I want
7	Si je rentre avant dix heures du soir	If I come back before 10pm

### Giving opinions

1	Franchement c'est fou!	Frankly it's crazy!
2	C'est juste!	It's fair!
3	Ce n'est pas juste!	It's unfair/not fair
4	On te traite comme un enfant!	They treat you like a child!
5	A mon avis...	It In my opinion
6	Révolte-toi!	Rebel!

### Examples

1	J'ai le droit de sortir seul/seule	I am allowed to go out alone
2	Je n'ai pas le droit de jouer à des jeux-video le weekend	I am not allowed to play on video games at the weekend
3	Ce qui me rend heureux/heureuse c'est l'amitié	What makes me happy is friendship/Friendship makes me happy
4	Ce qui me préoccupe c'est ma santé	What worries me is my health/My health worries me
5	Si un produit est bon marché je l'achète	If a product is cheap I buy it
6	Je vais les acheter	I am going to buy them

**Key Expressions + avoir**

1	J'ai raison	
2	J'ai tort	
3	J'ai soif	
4	J'ai faim	
5	J'ai envie de	
6	J'ai le droit de	
7	J'en ai marre de	

**Direct and Indirect Object pronouns**

1	Me/m'	
2	Te/t'	
3	Nous	
4	Le/la/l'	
5	Les	

**Si clauses**

1	Si j'ai aidé à la maison	
2	Si j'ai fini mes devoirs	
3	Si j'ai mon portable sur moi	
4	Si mes parents savent avec qui je suis	
5	Si mes parents savent où je vais	
6	Si je veux	
7	Si je rentre avant dix heures du soir	

**Giving opinions**

1	Franchement c'est fou!	
2	C'est juste!	
3	Ce n'est pas juste!	
4	On te traite comme un enfant!	
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6	Révolte-toi!	

**Examples**

1	J'ai le droit de sortir seul/seule	
2	Je n'ai pas le droit de jouer à des jeux-video le weekend	
3	Ce qui me rend heureux/heureuse c'est l'amitié	
4	Ce qui me préoccupe c'est ma santé	
5	Si un produit est bon marché je l'achète	
6	Je vais les acheter	

### Using verbs – dürfen + infinitive ( to be allowed)

1	<b>Ich darf</b>	I am allowed
2	<b>du darfst</b>	you are allowed
3	<b>er/sie/es darf</b>	he/she/it is allowed
4	<b>wir dürfen</b>	we are allowed
5	<b>ihr dürft</b>	you (pl) are allowed
6	<b>sie dürfen</b>	they are allowed

### Using the superlative

1	<b>wichtigste</b>	most important
2	<b>glücklichste</b>	happiest
3	<b>reichste</b>	richest
4	<b>sicherste</b>	safest
5	<b>gesündeste</b>	healthiest
6	<b>größte</b>	biggest
7	<b>kleinste</b>	smallest
8	<b>älteste</b>	oldest

### High frequency words

1	<b>jetzt</b>	now
2	<b>früher</b>	previously
3	<b>besser</b>	better
4	<b>jung</b>	young
5	<b>alt</b>	old
6	<b>neulich</b>	recently
7	<b>insgesamt</b>	in total

### Important Verbs

1	<b>spielen</b>	to play
2	<b>kaufen</b>	to buy
3	<b>ändern</b>	to change
4	<b>adoptieren</b>	to adopt
5	<b>spenden</b>	to donate
6	<b>bleiben</b>	to stay
7	<b>heiraten</b>	to get married
8	<b>ausmachen</b>	to switch off
9	<b>sparen</b>	to save
10	<b>verbessern</b>	to improve

### Examples

1	<b>Ab 14 Jahren darf man einen Teilzeitjob haben. Das finde ich super, weil ich Geld verdienen möchte.</b>	At 14 years old, you are allowed to have a part time job. I find that super because I would like to earn money.
2	<b>Ab 18 Jahren darf man Blut spenden. Meine Meinung nach ist das sehr wichtig.</b>	At 18 years old, you are allowed to give blood. In my opinion that is very important.
3	<b>Musik ist mir wichtig denn ich will in einer Band spielen.</b>	Music is important to me because I want to play in a band.
4	<b>Mode ist mir wichtig, da ich gut aussehen möchte.</b>	Fashion is important to be because I would like to look good.
5	<b>Mein neues Haus ist größer als mein altes Haus.</b>	My new house is bigger than my old house.
6	<b>Um eine bessere Welt zu haben, soll man Energie und Wasser sparen.</b>	In order to have a better world, you should save energy and water.
7	<b>Um die Welt zu verbessern, kann man Öko-produkte kaufen.</b>	In order to improve the world, you can buy eco-products.

**Using verbs – dürfen + infinitive ( to be allowed)**

1	Ich darf	
2	du darfst	
3	er/sie/es darf	
4	wir dürfen	
5	ihr dürft	
6	sie dürfen	

**Using the superlative**

1	wichtigste	
2	glücklichste	
3	reichste	
4	sicherste	
5	gesündeste	
6	größte	
7	kleinste	
8	älteste	

**High frequency words**

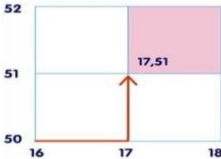
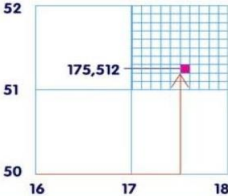
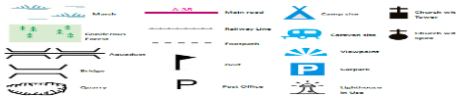
1	jetzt	
2	früher	
3	besser	
4	jung	
5	alt	
6	neulich	
7	insgesamt	

**Important Verbs**

1	spielen	
2	kaufen	
3	ändern	
4	adoptieren	
5	spenden	
6	bleiben	
7	heiraten	
8	ausmachen	
9	sparen	
10	verbessern	

**Examples**

1	<b>Ab 14 Jahren darf man einen Teilzeitjob haben. Das finde ich super, weil ich Geld verdienen möchte.</b>	
2	<b>Ab 18 Jahren darf man Blut spenden. Meine Meinung nach ist das sehr wichtig.</b>	
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6	<b>Um eine bessere Welt zu haben, soll man Energie und Wasser sparen.</b>	
7	<b>Um die Welt zu verbessern, kann man Öko-produkte kaufen.</b>	

D. Giving 4 and 6 figure grid references	
Grid reference	<p>All maps contain grid lines which are useful in finding exact places and locations. People use grid lines to find where they want to for example finding roads, museums and other places of interest.</p> <p>In 4-figure grid references 4 digits are used, however if we want to go into more detail and give the exact location of the church on the terrain, we use the 6-figure grid references</p>
4 figure	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><b>Four-figure grid references</b></p> <p>Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.</p> </div> </div>
6 figure	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><b>Six-figure grid references</b></p> <p>In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references.</p> </div>  </div>
E. Map symbols	
Map symbols	<p>Every map is accompanied by a legend or key. The Key is essential since it contains what each symbol on the map stands for. Such symbols may be drawings, letters, lines, shortened words or coloured areas. Most map symbols are conventional signs as they are understood by everyone around the world; for example a lighthouse and church.</p>
	





### 1. Women's Rights

1	Suffragists	<ol style="list-style-type: none"> <li>1. Led by Millicent Garrett Fawcett.</li> <li>2. Campaigned for women to have the vote through peaceful methods such as peaceful protests and writing to MPs.</li> </ol>
2	Suffragettes	<ol style="list-style-type: none"> <li>1. Led by Emmeline Pankhurst.</li> <li>2. Campaigned for women to have the vote through more violent methods such as hunger strikes, smashing windows and setting off bombs.</li> </ol>
3	Has gender equality been achieved?	<ol style="list-style-type: none"> <li>1. Protests around gender equality continued throughout the 20th Century.</li> <li>2. The Equal Pay Act was passed in 1970.</li> <li>3. The Sex Discrimination Act was passed in 1975.</li> </ol>

### 3. Civil Rights

1	Civil Rights in the USA	<ol style="list-style-type: none"> <li>1. America had deep racial divides and in the Southern states the races were segregated.</li> <li>2. Martin Luther King Jr led peaceful protests including sit ins, bus boycotts and marches.</li> <li>3. The Black Panther movement were prepared to use violence if necessary.</li> </ol>
2	Bristol Bus Boycott	<ol style="list-style-type: none"> <li>1. In 1963, a group that aimed to promote the rights of West Indians in Bristol began a boycott of the city buses in response to the treatment of West Indians by the bus company.</li> <li>2. Following the boycott, Parliament passed the Race Relations Act in 1965</li> </ol>
3	Brixton Riots	<ol style="list-style-type: none"> <li>1. After the deaths of 13 black men in a fire, 20,000 black Britons demanded an investigation.</li> <li>2. This was reported as a riot and the police began stopping and searching black people without cause</li> <li>3. This caused tension that exploded into a riot</li> </ol>

### 6. The fight for LGBTQ+ rights

1	What limitations were there on the LGBTQ+ community?	<ol style="list-style-type: none"> <li>1. Before the 1960s, homosexual acts were illegal</li> <li>2. Famous examples of people who were convicted under these laws are Alan Turing and Oscar Wilde</li> <li>3. In 1957, the Wolfden Committee published a report that said homosexuality should be decriminalised, however it would take 10 years before this report was acted upon</li> <li>4. During the 1980s, after the first AIDs case was recorded in the UK, the LGBTQ+ community were targeted by the media and this fuelled hostility, blame and discrimination towards the LGBTQ+ community</li> </ol>
2	How have people campaigned for greater equality?	<ol style="list-style-type: none"> <li>1. In June 1969 the Stonewall Riots in New York, triggered the creation of the UK Gay Liberation Front in 1970.</li> <li>2. The GLF fought for the rights of LGBT people and organized protests</li> <li>3. The GLF helped to found the first Pride march in 1972</li> <li>4. The charity Stonewall was in 1989 to continue fighting against discrimination in law against LGBTQ+ people</li> </ol>

### 6. The fight for disability rights

1	What was life like for people with disabilities?	<ol style="list-style-type: none"> <li>1. The Industrial Revolution made life more difficult for people with disabilities in Britain, as many people were sent to the workhouse as they were poor and unable to work.</li> <li>2. Injured soldiers after WW1 meant that disabilities were becoming more visible in society.</li> <li>3. Rosa May Billinghurst, a wheelchair user, joined the Suffragettes in 1903.</li> </ol>
2	How have people campaigned for greater equality?	<ol style="list-style-type: none"> <li>1. In 1920, 171 blind and visually impaired people demanded more support from the government. In response, the Blind Persons Act was passed.</li> <li>2. A number of acts were passed by the government to support people with disabilities access education and helped them to live more independently.</li> <li>3. In 1995, the Disability Discrimination Act is passed which meant all employers have to make reasonable adjustments to support people with disabilities at work.</li> </ol>

### 5. The 2010 Equality Act

1	What was the 2010 Equality Act?	<ol style="list-style-type: none"> <li>1. The Equality Act replaced a range of different laws about discrimination.</li> <li>2. It stated that people could not be discriminated against on account of the nine protected characteristics.</li> </ol>
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Key Word	Definitions
<b>Boycott</b>	To refuse to use a product or service as a form of protest
<b>Civil Rights</b>	The rights of citizens to political and social freedom and equality
<b>Empire</b>	A group of countries ruled over by a single country
<b>Enfranchisem ent</b>	To be granted the vote or the state of having the vote
<b>Independence</b>	When a country has the right to rule by its own laws and control its own government
<b>NAACP</b>	The National Association for the Advancement of Colored People – a group that fought for black civil rights in America
<b>Non-Violent protest</b>	A form of protest that aims to use peaceful methods
<b>Massacre</b>	A brutal slaughter of many people
<b>Segregation</b>	Enforced separation of black and white people in America
<b>Suffrage</b>	The right to vote in political elections
<b>Suffragette</b>	A campaigner for women's suffrage using militant action
<b>Suffragist</b>	A campaigner for women's suffrage who believes in legal and peaceful methods

### 1. Women's Rights

1	Suffragists	
2	Suffragettes	
3	Has gender equality been achieved?	

### 3. Civil Rights

1	Civil Rights in the USA	
2	Bristol Bus Boycott	
3	Brixton Riots	

### 6. The fight for LGBTQ+ rights

1	What limitations were there on the LGBTQ+ community?	
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Segregation	
Suffrage	
Suffragette	
Suffragist	

The Nature of God		
1	Three words to describe God	Omnipotent / Omniscient / Omnibenevolent
2	Give three of the 99 names of Allah	The creator / The judge / The most holy / The all forgiving
3	Who was Abraham?	A Prophet and a role model for fulfilling God's commands.
4	Why is Abraham important?	Showed obedience to God through his willingness to sacrifice his son.

Authority		
1	What is the role of a Prophet?	Communicate God's message to humans.
2	Who is Prophet Muhammad?	Final Prophet in Islam through which the Quran was formed.
3	What is the role of Angels?	Pure and sinless, worship God, communicate with prophets.
4	Who is Angel Jibril?	Revealed the Quran to Prophet Muhammad.
5	What happened on the Night of Ascension?	Prophet Muhammad journeyed to heaven.

Judgement and Salvation		
1	What do Muslims believe about judgement?	Angels will present your book of deeds to Allah upon death and you will be judged.
2	What do Christians believe about salvation?	Can be achieved through, faith, grace and good works.
3	How are you rewarded and punished?	In the afterlife you will be rewarded with heaven and punished in hell.
4	What is the parable of the Good Samaritan?	Jesus teaching on the Christian duty to help the poor and needy.

Worship		
1	How do Muslims pray?	5 times a day, using a prayer mat in the direction of Mecca.
2	Why is Mecca important?	Birthplace of Prophet Muhammad, contains the Kaaba built by Abraham.
3	What is liturgical worship?	Church service that follows a set pattern of prayer.
4	What is the Lord's prayer?	Jesus teaching on how to worship God.
5	What is the sermon on the mount?	Jesus' speech teaching humans how to follow God's laws.

Key word	Definition
Monotheism	The belief in one God
Theology	The study of God
Immanent	Involved in the world
Transcendent	Beyond our understanding
Atonement	Restoring the relationship between God and humans
Covenant	Sacred promise made between God and his people
Angels	Heavenly beings created by God
Prophet	A person who speaks directly to and for God
Revelation	God reveals certain truths to someone
Forgiveness	Letting go of blame
Reconciliation	Restoring friendly relations
Agape	Unconditional Christian love
Worship	Expressing your adoration for God



*Monotheistic theology is a study of the nature and attributes of a single God. Judaism,, Christianity and Islam are connected by their belief and worship of one God. Monotheistic religions share commonalities in their belief of Angels, Prophets and life after death.*

The Nature of God			Judgement and Salvation			Key word	Definition
1	Three words to describe God		1	What do Muslims believe about judgement?		Monotheism	
2	Give three of the 99 names of Allah		2	What do Christians believe about salvation?		Theology	
3	Who was Abraham?		3	How are you rewarded and punished?		Immanent	
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Authority			Worship			Atonement	
1	What is the role of a Prophet?		1	How do Muslims pray?		Covenant	
2	Who is Prophet Muhammad?		2	Why is Mecca important?		Angels	
3	What is the role of Angels?		3	What is liturgical worship?		Prophet	
4	Who is Angel Jibril?		4	What is the Lord's prayer?		Revelation	
5	What happened on the Night of Ascension?		5	What is the sermon on the mount?		Forgiveness	
						Reconciliation	
						Agape	
						Worship	




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## 1. Knowledge is power

1	Healthy relationships with food	People with a healthy relationship to food eat mindfully. Eat when they're <i>physically</i> hungry. Don't "make up" for a meal. Or eat to see a change on the scales and they don't let food interfere with daily life.
2	Food and physical health	The food we consume can have an effective on our physical health both in a positive and negative way. Too much of a certain nutrient can cause illness (e.g. fat and obesity). Certain nutrients can also help improve your health (e.g. iron prevents anaemia). Exercise and Health.
3	Food and performance	Everything we put into our bodies has an affect on how we perform both our daily activities and sports performance. Dieticians have an vital job when working with top athletes as each athlete/sport has a different focus and each nutrient has a different benefit.
4	Food and mental health	Mental health effects how we think, feel and behave. Foods that have a positive effect: - Healthy fats: nuts and olive oil - Oily fish: salmon and tuna - Fruit and vegetables Foods that have a negative effect - Sugar - Caffeine - Processed food
5	Food and morality	Morality means the principles of what is right and wrong or good and bad behaviour. In food it usually links to SMEE issues. How what we eat impacts our environment and those around us.

## 2. How to adapt a recipe

1	KFC & wedges 	Type of potato: Sweet potato, white, new Fish/chicken: Salmon, Pollock, chicken, turkey Coating/seasoning: Cornflakes, rice krispies, cherrios paprika, oregano, chilli
2	Big Mac 	Mince choice, combining, moulding, shaping, cooking methods. Vegan/pescatarian options. Garnish development, leaves, vegetables, Sauces – mayo, chilli,
3	Noodle pots 	Type of noodles: dry, fresh, egg, rice, udon, Sauce Ingredients: soy, fish sauce, ginger, chilli, garlic Protein and vegetables: beef, tofu, egg, carrot, asparagus, broccoli, onion, nuts
4	Sausage Bites 	Meat filling choices, vegan, fish 5 veg a day, grating to hide for toddlers. Eliminate fatty pastry using wholegrain bread as a casing. Shaping, moulding, securing, glazing, consistent sizing, even cooking
5	Cheesecake 	Type of biscuits: Gingernuts, digestives Flavour of cream topping: Lemon, blueberry, mango, pineapple Topping/decoration: Crystallised lemon slices, blueberry cluster, chocolate decoration, strawberry fans
6	Loaded Nachos 	Using standard component to make another product, nachos. Seasoning, spice measuring on nacho and dips. Dip techniques, blending, mashing, liquidising, slice, dice, chop. Enzymic browning, use of lemon juice
	Thai Curry 	Marinading, tenderising, use of authentic, traditional spices. Cooking techniques, temperature control, chicken. Accompaniments, rice, noodles, orzo, couscous. Appropriate Vegetable selection

## Key Vocabulary

1	Deficiency	A lack/shortage of a nutrient in the body.
2	Excess	Too much of a nutrient in the body.
3	Macronutrient	A nutrient required in large amounts in the diet. E.g. carbohydrates, fats, protein.
4	Micronutrient	A nutrient required in small amounts in the diet. E.g. vitamins, minerals and NSP.
5	Anaemia	A condition that can be caused by lack of iron in the diet where you lack enough healthy red blood cells to carry enough oxygen around the body.
6	Diverticulitis	A condition that can be caused by lack of NSP/fibre in the diet. It is where small pouches develop in your digestive system and they get infected or inflamed.
7	Osteoporosis	A condition that can be caused by lack of calcium/vitamin D in the diet. It weakens bones making them fragile and more likely to break.
8	Well-being	Well being is feeling well, feeling positive. Includes having good mental health and high life satisfaction.
9	SMEE Issues	Social, moral, ethical and environmental issues e.g. Organic, Halal, Fair trade, farm assured, veganism
10	Symptoms	A physical or mental feature that points to a condition or disease.
11	Calorie	The amount of energy in an item of food or drink is measured in calories
12	Dietary Needs	Certain diets that people either choose to follow OR must follow due to intolerances and allergies. E.g. Lactose/ Gluten free

☐ Think how else does food effect our lives.

☐ Research benefits of cooking for yourself.

☐ Can you think of any other new words you've learnt in this project?

## 1. Knowledge is power

1	Healthy relations hip with food	
2	Food and physical health	
3	Food and performance	
4	Food and mental health	
5	Food and morality	

## 2. How to adapt a recipe

1	KFC & wedges 	
2	Big Mac 	
3	Noodle pots 	
4	Sausage Bites 	
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	Thai Curry 	

## Key Vocabulary

1	Deficiency	
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8	Well-being	
9	SMEE Issues	
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11	Calorie	
12	Dietary Needs	

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### Formal Elements

1	<b>Tone</b>	Smooth shading which fades gradually from dark to light
2	<b>Form</b>	Curved shading around the outline of an object using tone
3	<b>Pattern</b>	Created by repeating shapes, line or colour
4	<b>Line</b>	Hard and soft lines controlled using pressure
5	<b>Texture</b>	Comes in two forms actual (physical) or implied
6	<b>Colour</b>	The process of applying colour (primary or tertiary) to create effects/realism
7	<b>Shape</b>	An area enclosed by a line. Shapes can be either geometric, like a circle, square or triangle, or irregular.

### Contextual links/Key names

1	<b>Banksy</b>	Banksy is an anonymous England-based street artist, vandal, political activist, and film director, active since the 1990s.
2	<b>Lady Pink</b>	Lady Pink is an Ecuadorian-American graffiti and mural artist. She focuses on empowering women, using street art as acts of rebellion and self-expression.
3	<b>Keith Haring</b>	Keith Haring was an American artist whose pop art and graffiti work grew out of the New York City street culture of the 1980s

### Key Vocabulary

1	<b>Graffiti/Street art</b>	Graffiti or Street art is unofficial and independent visual art created in public locations. It often has a personal or political message. Common forms include spray paint, stencil, poster or sticker art and street installations.
2	<b>Annotation</b>	Text accompanying images/practical work which explains, describes and justifies
3	<b>High resolution images</b>	Images with a high pixel resolution – clear/well defined quality images
4	<b>Mixed Media</b>	Mixed media art refers to a visual art that combines a variety of media in a single artwork. For example, pencil, paint, ink or fine liner etc.
5	<b>CAD</b>	Computer Aided Design is the use of a range of computer software to support the creative/design process of products
6	<b>Repeat Reflect Rotate Half drop repeat</b>	Occurs multiple times A mirror image Move in a circle round an axis Staggering the repeat of an image along a vertical line
7	<b>Justification</b>	Presenting a reason, fact or opinion for your choices or actions
8	<b>Inspiration</b>	The process of being influenced or stimulated to do something creative








### Techniques and processes

1	<b>Tie Dying</b>	The process of tying and dyeing is folding material into a pattern, binding it and applying dye to create a vibrant design.
2	<b>Bondaweb</b>	The process of applying acrylic paint to adhesive bondaweb paper and applying heat to transfer the paint to fabric to create
3	<b>Lamination</b>	The process of applying acrylic paint between layers of plastic and applying heat to seal together the layers and the colourful design
4	<b>Repeat patterns</b>	An image which is used multiple times to create interesting patterns
5	<b>Free machine embroidery</b>	To use a free machine foot on the sewing machine to achieve free motion sewing which creates designs and patterns




### Tools and Equipment

1	<b>Heat press</b>	A heat press imprints designs on to a material with the application of heat and pressure for a period of time
2	<b>Dyes</b>	A natural or synthetic substance used to add colour
4	<b>Bondaweb</b>	A soft adhesive web attached to transfer paper
5	<b>Acrylic paint</b>	A water based fast drying paint
6	<b>Free machine foot Feed dogs</b>	A circular foot allowing free motion sewing in all directions Metal teeth like ridges which guide the fabric
7	<b>Cotton material</b>	Woven natural soft material which comes from the cotton plant

## Formal Elements

1	Tone		
2	Form		
3	Pattern		
4	Line		
5	Texture		
6	Colour		
7	Shape		






## Contextual links/Key names

1	Banksy		
2	Lady Pink		
3	Keith Haring		

## Key Vocabulary

1	Graffiti/Street art	
2	Annotation	
3	High resolution images	
4	Mixed Media	
5	CAD	
6	Repeat Reflect Rotate Half drop repeat	
7	Justification	
8	Inspiration	









## Techniques and processes

1	Tie Dying		
2	Bondaweb		
3	Lamination		
4	Repeat patterns		
5	Free machine embroidery		






## Tools and Equipment

1	Heat press	
2	Dyes	
4	Bondaweb	
5	Acrylic paint	
6	Free machine foot Feed dogs	
7	Cotton material	

## 1. Tools & equipment

1	<b>Coping Saw</b> 	Hand held tool used to cut intricate shapes in woodworking
2	<b>Bandfacer</b> 	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).
3	<b>Hegner Saw</b> 	A piece of machinery used to cut intricate curves and joints
4	<b>Soldering Iron</b> 	An electrical tool which applies heat, melting solder allowing you to join metals together.
5	<b>Glass Paper</b> 	Sheets of <b>paper</b> with abrasive material glued to one face to enable finishing of specific materials.
6	<b>Wire Cutters</b> 	Hand held tool used to cut through wires or cables
7	<b>Wire Strippers</b> 	A hand-held tool designed to remove insulation from electrical wires.
8	<b>File</b> 	Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.

## 2. Electronic Components

1	<b>Battery Snap</b> 	Snap onto the leads on the terminal end of a standard 9V battery.
2	<b>Switch</b> 	A component that can disconnect or connect the path in an <b>electrical</b> circuit.
3	<b>Light Emitting Diode (LED)</b> 	A light source that emits light when current flows through it in the correct direction.
4	<b>Wire</b> 	Made from copper, allowing electricity to flow between components.
5	<b>Battery</b> 	A combination of electrochemical cells with external connections for powering electrical devices.

## 5. Process; Soldering

Step 1	Heat the connection with the tip of the soldering iron for a few seconds, then apply the solder.
Step 2	Keep the soldering tip on the connection as the solder is applied.
Step 3	Remove the tip from the connection as soon as the solder has flowed .
Step 4	Don't move the connection while the solder is cooling.
Step 5	Don't overheat the connection, as this might damage the electrical component you are soldering

## 4. Materials; Manufactured Boards

1	<b>Medium Density Fibreboard (MDF)</b>	Made by breaking down any woods into wood particles, combining it with urea- formaldehyde(UF) resin, and forming it into panels by applying high temperature and pressure.
2	<b>Plywood</b>	Strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating.
3	<b>Chipboard</b>	Made from compressed wood chips and phenol formaldehyde glues, often coated or veneered to give desired appearance
4	<b>Hardboard</b>	A cheaper option than plywood where strength is not required. Made from wood fibre & resin.
5	<b>Oriented Strand Board</b>	OSB is Formed out of compressed layers of wood strands with adhesives.

## Key Vocabulary

1	<b>Template</b>	A shaped piece of rigid material used as a pattern for repeated processes such as cutting out or shaping
2	<b>Model</b>	A particular design or version of a product
3	<b>Prototype</b>	A first version of a device from which other forms are developed.









☐ Sand down any finished plywood shapes (P80,P120,P240,P320,P400)

☐ Know about Series Circuits & Parallel Electrical Circuits






☐ Know the black wire goes to the short leg on the LED. (Red – positive, Black – Negative)



## 1. Tools & equipment

1	Coping Saw		
2	Bandfacer		
3	Hegner Saw		
4	Soldering Iron		
5	Glass Paper		
6	Wire Cutters		
7	Wire Strippers		
8	File		

## 2. Electronic Components

1	Battery Snap		
2	Switch		
3	Light Emitting Diode (LED)		
4	Wire		
5	Battery		

## 5. Process; Soldering

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

## 4. Materials; Manufactured Boards

1	Medium Density Fibreboard (MDF)	
2	Plywood	
3	Chipboard	
4	Hardboard	
5	Oriented Strand Board	

## Key Vocabulary

1	Template	
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☐ Sand down any finished plywood shapes (P80,P120,P240,P320,P400)

☐ Know about Series Circuits & Parallel Electrical Circuits

☐ Know the black wire goes to the short leg on the LED. (Red – positive, Black – Negative)

**Knowledge Group 1: Techniques**

1	<b>Carve</b>	The act of using tools to shape something from a material by scraping away portions of that material.
2	<b>Peel</b>	To strip off an outer layer of something.
3	<b>Scrape</b>	Drag or pull a hard or sharp implement across (a surface or object) so as to remove dirt or other matter.
4	<b>Scoop</b>	Pick up and move.

**Key Vocabulary**

1	<b>Organic Abstraction</b>	An artistic style characterised by the use of rounded or wavy abstract forms based on what one finds in nature.
2	<b>1/3 (one third)</b>	One third is one part of three equal parts.
3	<b>Aperture</b>	An opening, hole, or gap.
4	<b>Gradual</b>	Taking place or progressing slowly or by degrees.
5	<b>Depth</b>	The distance from the top or surface to the bottom of something.
6	<b>Form (object)</b>	The shape, visual appearance, or configuration of an object.
7	<b>Observational drawing</b>	Drawing what you see in front of you as realistically and as true to life as possible.

**Knowledge Group 3: Artists/Periods**

1	<b>Barbara Hepworth</b>	Barbara Hepworth was an English artist and sculptor who was born in Wakefield, West Yorkshire. Hepworth created huge abstract sculptures inspired by the natural world.
2	<b>Henry Moore</b>	Henry Moore was an English artist. He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art.

**Knowledge Group 1: Techniques**

1	Carve	
2	Peel	
3	Scrape	
4	Scoop	

**Key Vocabulary**

1	Organic Abstraction	
2	1/3 (one third)	
3	Aperture	
4	Gradual	
5	Depth	
6	Form (object)	
7	Observational drawing	

**Knowledge Group 3: Artists/Periods**

1	Barbara Hepworth	
2	Henry Moore	

**1. Bhangra**

1	<b>Bhangra</b>	A style of music that developed in the UK in the 1970s. It combines North Indian and western dance styles.
2	<b>Dhol</b>	A double headed Indian drum.
3	<b>Chaal</b>	A repetitive triplet croitchet-quaver rhythm played in Bhangra music.
4	<b>Punjabi and English</b>	Two languages often used in Bhangra music.
5	<b>Sitar</b>	An Indian stringed instrument
6	<b>Tabla</b>	A pair of Indian drums.

**3. Song structure**

1	<b>Intro</b>	The section of the music that introduces the song.
2	<b>Verse</b>	A section that repeats in a song, it has the same music, but different lyrics
3	<b>Chorus</b>	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	<b>Bridge</b>	A section in a song that links two other sections.
5	<b>Instrumental</b>	A section in the music with no lyrics and the instruments contain the melodic interest.
6	<b>Outro</b>	The ending section of a song.

**4. Key Vocab  
Musical elements**

1	<b>Melody</b>	The main tune, played on instruments or sung.
2	<b>Chords</b>	Two or more notes played at once.
3	<b>Bass line</b>	The lowest part in music, provides the harmonic structure of the music.
4	<b>Riff</b>	A repeated musical pattern used in Rock, Pop and Jazz.
5	<b>Fusion</b>	The combination of two or more musical styles.
6	<b>Call and response</b>	A soloist makes a call, which the rest of the ensemble reply to.
7	<b>Sequencing</b>	The creation of music on a computer.
8	<b>Multi tracking</b>	Using a DAW to compile a track from lots of individual tracks.
9	<b>Sample</b>	A digitally recorded clip of music, often taken from another well known song.
10	<b>Pentatonic scale</b>	A five note scale often used in folk music and fusion.
11	<b>Drone</b>	A long held note, often two notes.

**2. Afro fusion**

1	<b>Afrofusion</b>	A fusion that combines elements of African and Western music.
2	<b>Apartheid</b>	Segregation of people based on their race. This influenced the recording of the album Graceland.
3	<b>Paul Simon</b>	Wrote the album Graceland, iconic in the development of the fusion.
4	<b>Ladysmith black Mambazo</b>	African vocal group who were key in the recording of Graceland.
5	<b>Djembe</b>	An African drum.
6	<b>Balafon</b>	A tuned percussion instrument, similar to a marimba or xylophone.

**Iconic musicians of the styles. Bhangra – Panjabi MC, Bombay Talkie. Afrofusion – Paul Simon, Ladysmith black mambazo, Afrocelt sound system.**

**1. Bhangra**

1	Bhangra	
2	Dhol	
3	Chaal	
4	Punjabi and English	
5	Sitar	
6	Tabla	

**3. Song structure**

1	Intro	
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6	Outro	

**4. Key Vocab  
Musical elements**

1	Melody	
2	Chords	
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11	Drone	

**2. Afro fusion**

1	Afrofusion	
2	Apartheid	
3	Paul Simon	
4	Ladysmith black Mambazo	
5	Djembe	
6	Balafon	

**Iconic musicians of the styles. Bhangra – Panjabi MC, Bombay Talkie. Afrofusion – Paul Simon, Ladysmith black mambazo, Afrocelt sound system.**



### Key Words

1	Stimulus	A stimulus is a starting point from which all of your ideas stem.
2	Research	Research is finding out information that will help you create your performance. This may be finding out ideas about a particular time period, location that the play is set.
3	Producing	Managing the project. This could be through communicating with companies, venues, organizing marketing and the budget.
4	Concept	Concepts are the general ideas for what you want your performance to look like.
5	Script writing	Writing the words (dialogue) that people will say in a play.
6	Directing	Leading a group of people to create a performance
7	Technical rehearsal	A run through of the performance with technical elements e.g. lighting, sounds, set, prop.
8	Dress-rehearsal	A run through of the performance with costume and makeup elements.

### Devising a Performance

1	Target Audience	The people that you want to 'reach' and 'impact' with your performance. These are the people that you are aiming your performance at.
2	Theme	A theme is what the play is about. It is an idea in the story that runs throughout the whole performance.
3	Context	The circumstances of the story. This could include what has happened before the scene, the relationships between characters, the time period, the location, the social class and the cultural influences.
4	Structure	The order that the story is performed in.
5	Storyboard	A storyboard is a series of images that explain how your story will look, shot by shot. Each image appears in chronological order, with notes underneath to explain what's happening.
6	Style	A theatre style is a 'type' of theatre. It is HOW the piece is performance. Some example of different styles are: Realism, Physical Theatre, Melodrama, Abstract.
7	Stage Type	The shape of the stage and how the audience are placed in relation to the stage. The 4 main examples of stage types are 'End On' (This is where the audience are sat facing the stage), 'Transverse stage' (This stage is like a catwalk. The audience are positioned on each side of the stage), 'Thrust Stage' (The audience surround the stage on 3 sides), 'In the Round' (The audience fully surround the stage)
8	Creative Intentions	How you want your audience to feel or the mood and atmosphere you want to create at any given point throughout your performance – for instance scared, sad, excited.
9	Mood /Atmosphere	The overall feeling created through the performance. Some example of moods/atmosphere are: exciting, scary, busy, calm.
10	Climax	The key moment that the performance builds up to. This could be a turning point or a high point of tension in the story.
11	Tension	A sense of anticipation or suspense – the feelings that the story is building up to something.
12	Symbols / Semiotics	Using something visual or a sound in a performance to suggest something to the audience. For example, a red flashing light could symbolise danger to the audience.



### Key Words

1	Stimulus	
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8	Dress-rehearsal	

### Devising a Performance

1	Target Audience	
2	Theme	
3	Context	
4	Structure	
5	Story-board	
6	Style	
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8	Creative Intentions	
9	Mood /Atmosphere	
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11	Tension	
12	Symbols / Semiotics	



BACKGROUND INFORMATION	
BORN - DIED	1898-1956.
NATIONALITY	German
AIM OF WORK	Aimed to appeal to less privileged classes, treating contemporary issues such as war, stock-markets, poverty, unemployment and corruption in high places.
OCCUPATION	Marxist playwright, poet and director. Political writer and director.
BRECHT'S THEORY AND STYLE	
<b>Epic Theatre:</b>	This is the term used to describe Brecht's theory and technique.
<b>'Verfremdungseffekt':</b>	This means 'alienation' or 'distancing' effect. The familiar is made strange so the audience think about the issues in the piece clearly rather than getting too emotional.
<b>Didactic Theatre:</b>	This means theatre that teaches the audience a moral message.

KEY TECHNIQUES IN EPIC THEATRE		
1	Montage	A montage is a series of freeze frames, images, projections or scenes put together in no particular order. Often music is played over the top.
2	Narration	The actor tells the story out loud. Sometimes the narrator will tell us what happens in the story before it has happened. This is a good way of making sure that we don't become emotionally involved in the action to come as we already know the outcome.
3	Direct Address	Speaking directly to the audience breaks the fourth wall and destroys any illusion of reality.
4	Third Person Narration	Commenting upon a character as an actor is a clear way of reminding the audience they are watching a play. It means they don't get emotionally attached to characters and think more about the message.
5	Multi-role	Multi-roling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role.
6	Placards	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner. Multimedia or a PowerPoint slideshow can also be used for this effect. What's important is that the information doesn't just comment upon the action but deepens our understanding of it.
7	Gestus	A clear gesture or movement used by the actor which captures the attitude of a character or situation.

KEY POINTS TO HELP YOU WITH DEVISING AND STORY-TELLING – EPIC		
1.	ENDING	How will you end your performance. This could be with a tableau (freeze frame) or an exit from the stage
2.	PLOT	This is the story you are telling through your performance.
3.	ISSUE	For a performance to be meaningful and interesting, there needs to be an issue (this could be a theme or problem)
4.	CHARACTERS	These are the people in your performance. It is important you understand your character's background and personality to play them convincingly.

#### Contextual Links:

An Introduction to Brecht (National Theatre):  
<https://www.youtube.com/watch?v=t-0Z8Kq1bA>

Five Truths (Brecht):  
<https://www.youtube.com/watch?v=4Z-gYcO4pY>

BACKGROUND INFORMATION	
BORN - DIED	
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Five Truths (Brecht):  
<https://www.youtube.com/watch?v=6Z-gYcO4pY>

Key Vocabulary	
Network	a set of computers connected together for the purposes of communication and sharing resources
Network Advantages	Sharing devices such as printers saves money. ◊ Site (software) licences are likely to be cheaper than buying several standalone licences. ◊ Files can easily be shared between users. ◊ Network users can communicate by email and instant messenger. ◊ Security is good - users cannot see other users' files unlike on stand-alone machines. ◊ Data is easy to backup as all the data is stored on the file server.
Network Disadvantages	Purchasing the network cabling and file servers can be expensive. ◊ Managing a large network is complicated, requires training and a network manager usually needs to be employed. ◊ If the file server breaks down the files on the file server become inaccessible. Email might still work if it is on a separate server. The computers can still be used but are isolated. ◊ Viruses can spread to other computers throughout a computer network. ◊ There is a danger of hacking, particularly with wide area networks. Security procedures are needed to prevent such abuse, eg a firewall.
Network protocol	is a program that follows rules that define communication between two or more devices in a network.
Internet	is the global system of interconnected computer networks
Cyber Security	is the technology, and controls to protect networks, programs, devices and data from cyber attacks
Social engineering	malicious activities to trick users into making security mistakes or giving away sensitive information.
Malware	Malicious software written to harm or affect a computer.

Network protocols and Security	
Connection	Ethernet for copper cables. WiFi wireless networking technologies
Internet Protocol	uses the Internet protocol suite to communicate between networks and devices
World wide web (www.)	Hypertext Transfer Protocol. HTTP(S) is the protocol used to transfer data over the web.
Email	SMTP simple mail transfer IMAP internet message access
Network Security	Authentication, encryption, firewall, MAC address filtering
Cyber Security CS	
Purpose of cyber security	to reduce the risk of cyber attacks, and protect against the unauthorised exploitation of networks and technology.
Cyber security threats	Social engineering, Malicious software, weak and default passwords, misconfigured access rights, removable media, outdated software
Social engineering	Blagging, phishing, pharming, shouldering (or shoulder surfing)
Malicious software	Describe the following; virus, Trojan, spyware, adware, ransomware
Detect and prevent CS threats	
Understand and explain Security measures	Biometric measures (esp for mobile devices) Password systems, CAPTCHA (or similar) Email confirmation to confirm users identity, Automatic software updates
Protect from threats	Social engineering Malware

Networks	
Types	Personal Area Network (PAN) Local Area Network (LAN) Wide Area Network (WAN)
Connection	Wired (Cables can be copper or fibre optic) Wireless (radiowaves)
Addresses	MAC address on all devices IP address to join internet
Topologies	
Bus Topology	 <p>Easy to install ◊ Easy to add extra workstations ◊ Uses less cable than a Star network ◊ Best choice for temporary networks</p> <p>If there is a problem with the central cable, the entire network stops working ◊ If there are a lot of workstations on the network, data can travel slowly. ◊ Data collisions can happen as the network becomes busy ◊ Low security - every workstation can see all of the data in the network ◊ Limited cable length and a maximum number of workstations</p>
Star Topology	 <p>Star networks are very reliable. If one connection fails, it does not affect other users ◊ Very few data collisions as each workstation has its own cable to the server ◊ Good security - no workstation can interact with another without going through the server first</p> <p>The most expensive network layout to install because of the amount of cables needed ◊ Installing the network usually needs experts to set it up ◊ Extra hardware such as hubs and switches may be needed ◊ If the server crashes or stops working then nobody will be able to access their files or use the network.</p>

Key Vocabulary	
Network	
Network Advantages	
Network Disadvantages	
Network protocol	
Internet	
Cyber Security	
Social engineering	
Malware	

Network protocols and Security	
Connection	
Internet Protocol	
World wide web (www.)	
Email	
Network Security	
Cyber Security CS	
Purpose of cyber security	
Cyber security threats	
Social engineering	
Malicious software	
Detect and prevent CS threats	
Understand and explain Security measures	
Protect from threats	

Networks	
Types	
Connection	
Addresses	
Topologies	
Bus Topology	
Star Topology	

## Key Vocabulary

1	<b>HTML</b> (Hypertext Markup Language) Used to create the actual <b>content</b> of the page, such as written text, tables and images. It uses <b>tags</b> to split the content into separate blocks.
2	<b>CSS</b> (Cascade Styling Sheets) <ul style="list-style-type: none"> <li>CSS explains how the blocks of HTML should be displayed on the screen.</li> <li>CSS reduces time spent developing a website, as you can style many pages in one go, and keep a consistent feel across the website.</li> <li>CSS can even help you design a responsive website, meaning it can be adapted to suit different devices.</li> </ul>
3	<b>HTML Tag</b> HTML tags are the hidden keywords within a web page that define how your web browser must format and display the content. Most tags must have <b>two</b> parts, an <b>opening</b> and a <b>closing</b> part. ... Note that the closing tag has the same text as the opening tag, but has an additional forward-slash (/) character.

You can find a full HTML tutorial here:

<https://www.w3schools.com/html/>

w3schools.com

## HTML Syntax

1	<b>Structure of an HTML page</b>  <pre>&lt;!DOCTYPE html&gt; &lt;html&gt;   &lt;head&gt;     &lt;title&gt;Title goes here&lt;/title&gt;     &lt;link rel="stylesheet" type="text/css" href="mystyles.css"&gt;   &lt;/head&gt;   &lt;body&gt;     Main content goes here   &lt;/body&gt; &lt;/html&gt;</pre>
2	<b>Headings</b>  <pre>&lt;h1&gt;Heading 1&lt;/h1&gt; &lt;h2&gt;Heading 2&lt;/h2&gt;</pre>
3	<b>Paragraphs</b>  <pre>&lt;p&gt;Paragraph Text&lt;/p&gt;</pre>
4	<b>Images</b>  <pre>&lt;img src="pic.jpg"&gt;</pre>
5	<b>Hyperlink</b>  <pre>&lt;a href="page.html"&gt;Link Text&lt;/a&gt;</pre>
6	<b>Line Break</b>  <pre>&lt;br&gt;</pre>

## HTML Syntax

7	<b>Tables</b>  <pre>&lt;table&gt; &lt;tr&gt;   &lt;th&gt;Header 1&lt;/th&gt;&lt;th&gt;Header 2&lt;/th&gt; &lt;/tr&gt;  &lt;tr&gt;   &lt;td&gt;Hello&lt;/td&gt;&lt;td&gt;☺&lt;/td&gt; &lt;/tr&gt;  &lt;tr&gt;   &lt;td&gt;more&lt;/td&gt;&lt;td&gt;text&lt;/td&gt; &lt;/tr&gt; &lt;/table&gt;</pre>
---	--

Header 1	Header 2
Hello	☺
more	text

## Key Vocabulary

1	<b>HTML</b> (Hypertext Markup Language)
2	<b>CSS</b> (Cascade Styling Sheets)
3	<b>HTML Tag</b>

You can find a full **HTML** tutorial here:

<https://www.w3schools.com/html/>

**w3schools.com**

## HTML Syntax

1	<b>Structure of an HTML page</b>
2	<b>Headings</b>
3	<b>Paragraphs</b>
4	<b>Images</b>
5	<b>Hyperlink</b>
6	<b>Line Break</b>

## HTML Syntax

7	<b>Tables</b>
---	---------------

## Header 1

Hello

more

## Header 2



text

HTML Syntax	
8	<b>Unordered List</b>  <pre>&lt;ul&gt;   &lt;li&gt;1st list item&lt;/li&gt;   &lt;li&gt;2nd list item&lt;/li&gt;   &lt;li&gt;3rd list item&lt;/li&gt; &lt;/ul&gt;</pre>
9	<b>Ordered List</b>  <pre>&lt;ol&gt;   &lt;li&gt;1st list item&lt;/li&gt;   &lt;li&gt;2nd list item&lt;/li&gt;   &lt;li&gt;3rd list item&lt;/li&gt; &lt;/ol&gt;</pre>
<p><b>You can find a full CSS tutorial here:</b>  <a href="https://www.w3schools.com/css/">https://www.w3schools.com/css/</a></p> <p><b>w3schools.com</b></p>	

CSS Syntax	
1	<b>Styling the Body</b>  <pre>body {   background-color: cyan;   color: black;   margin: 0; }</pre>
2	<b>Styling Headings</b>  <pre>h1 {   text-align: center;   color: red;   margin-left: 20px;   font-size: 50pt; }</pre>
3	<b>Styling Paragraphs</b>  <pre>p {   text-align: center;   color: black;   margin-left: 300px; margin-right: 300px;   font-size: 17pt; }</pre>
4	<b>Images (rounded corner)</b>  <pre>img {   border-radius: 15%; }</pre>

CSS Syntax	
5	<b>Styling Tables</b>  <pre>table {   margin-left:auto;   margin-right:auto;   width: 500px; }  th {   background-color: #ff0000;   color: white; }  td {   text-align: center; }</pre>
6	<b>Styling Unordered List</b>  <pre>ul {   list-style-image: url('fries.png'); }  ul {   background: #3399ff;   padding: 20px; }  ul li {   background: #cce5ff;   margin: 20px; }</pre>



## HTML Syntax

8 Unordered List

9 Ordered List

You can find a full **CSS** tutorial here:

<https://www.w3schools.com/css/>

w3schools.com

## CSS Syntax

1 Styling the Body

2 Styling Headings

3 Styling Paragraphs

4 Images (rounded corner)

## CSS Syntax

5 Styling Tables

6 Styling Unordered List



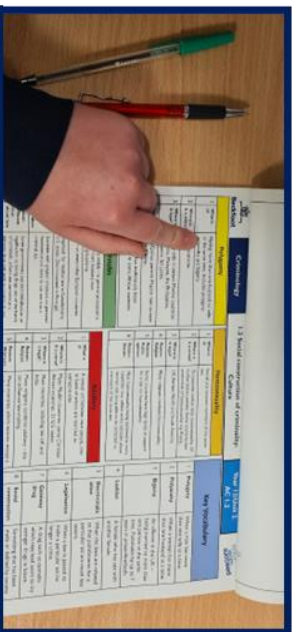


## Independent Learning: How to 1 – Quiz It

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

**Rehearsal:** Do all 4 steps, Look, Cover, Write, Check

**Retrieval Practice:** Just do steps 2-4: Cover, Write, Check



### Step 1: LOOK

**If Rehearsing (the information is new to you):**

- Read through 3-5 items from your Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



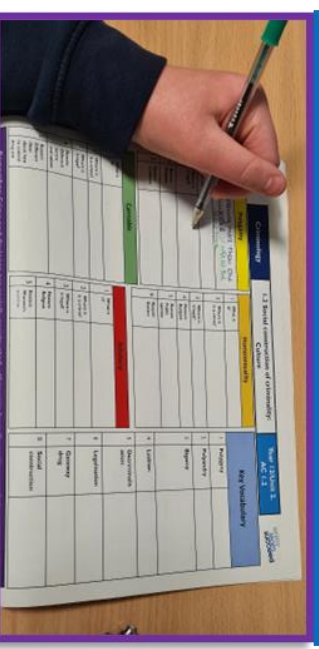
### Step 3: WRITE

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



### Step 2: COVER

- Turn your Knowledge Organiser over so that you can only see the blank version (no chiding!)!



### Step 4: CHECK

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

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

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

## Independent Learning: How to 2 – Link It

- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

**Compare and contrast:**

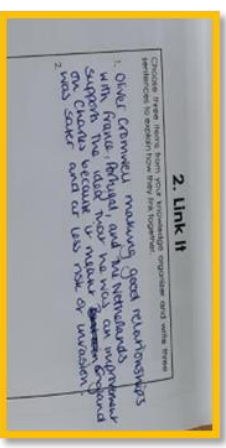
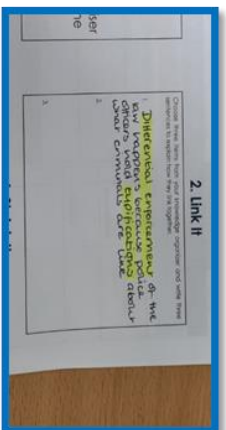
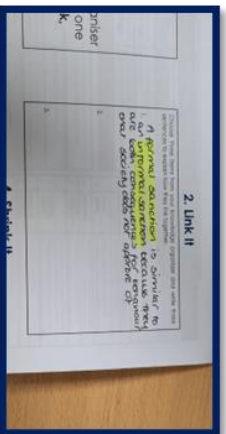
- x is similar to/different from y because...
- x is more/less ... than y because...

**Cause and effect:**

- x happens because of y...
- x and y work together to produce z...

**Support/refute:**

- x supports the ideas of y because...
- x refutes the ideas of y because...



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

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

**Link It**

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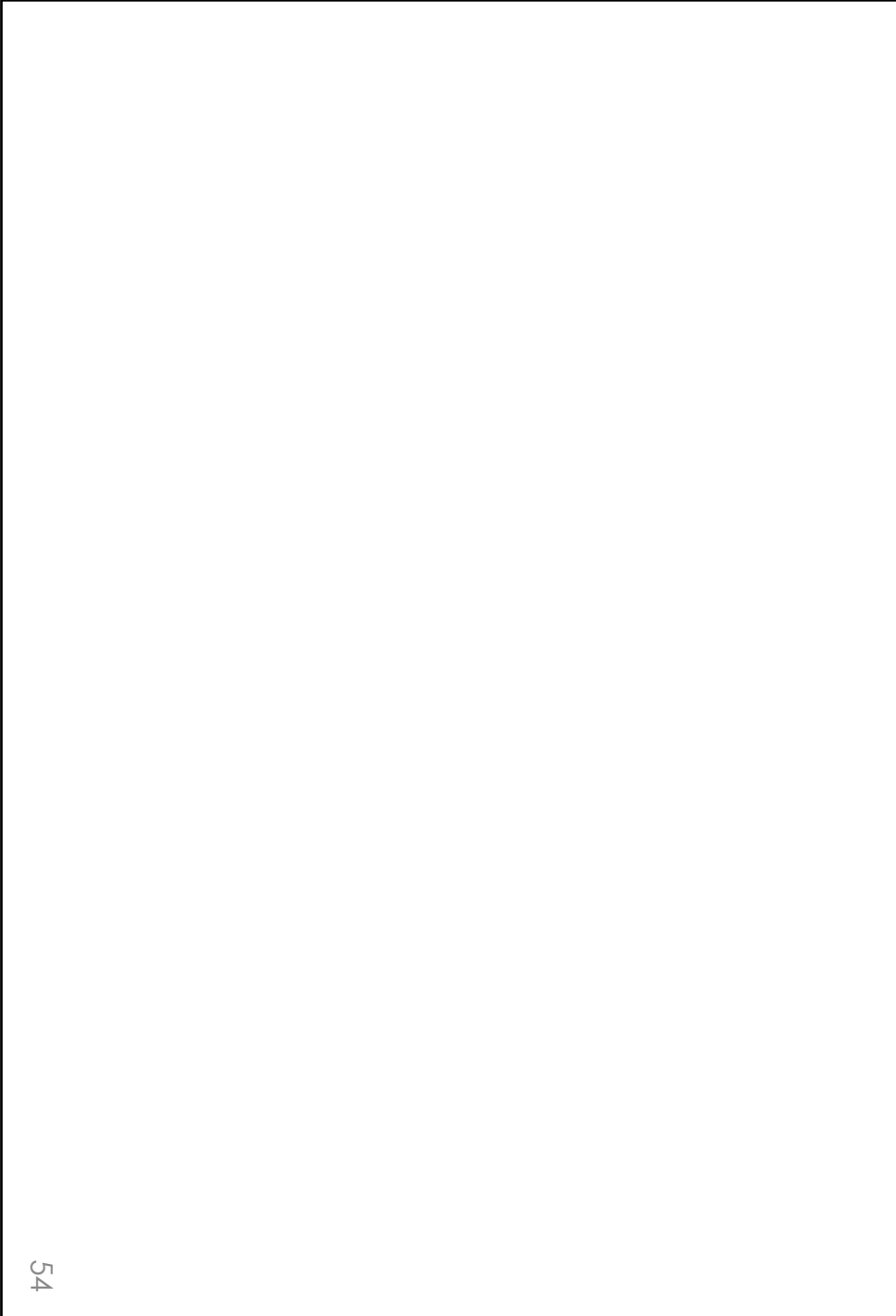
**Link It**

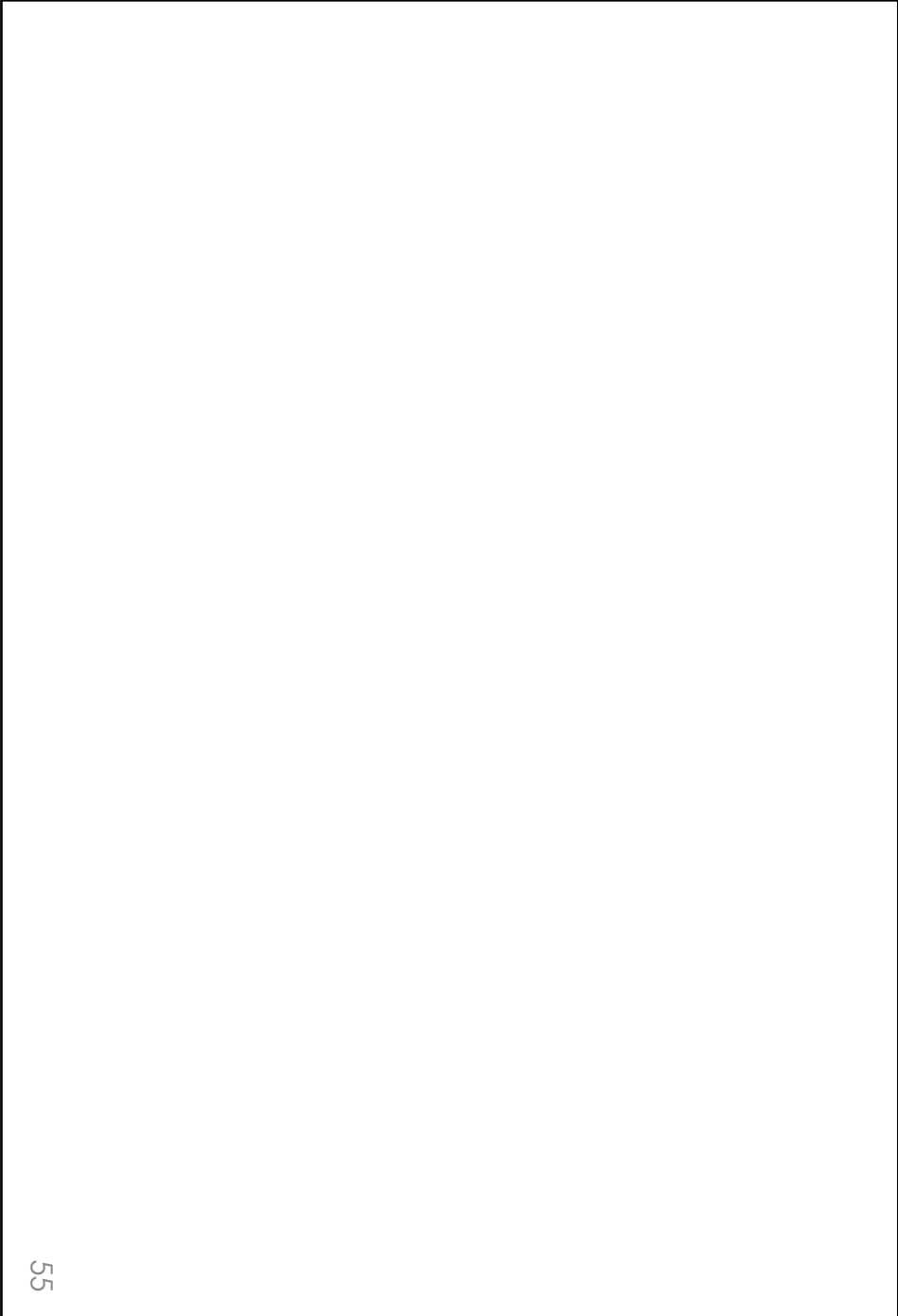
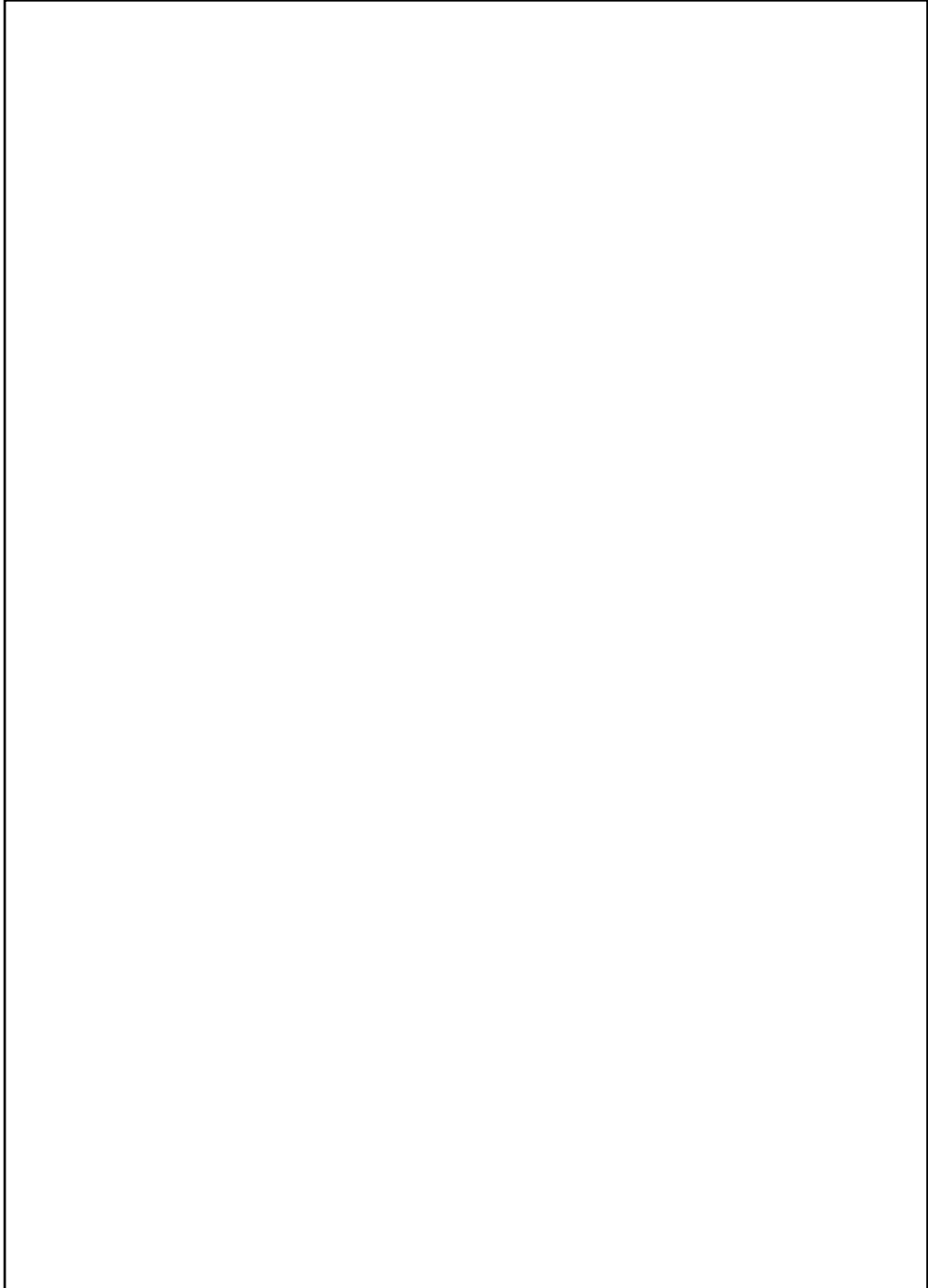
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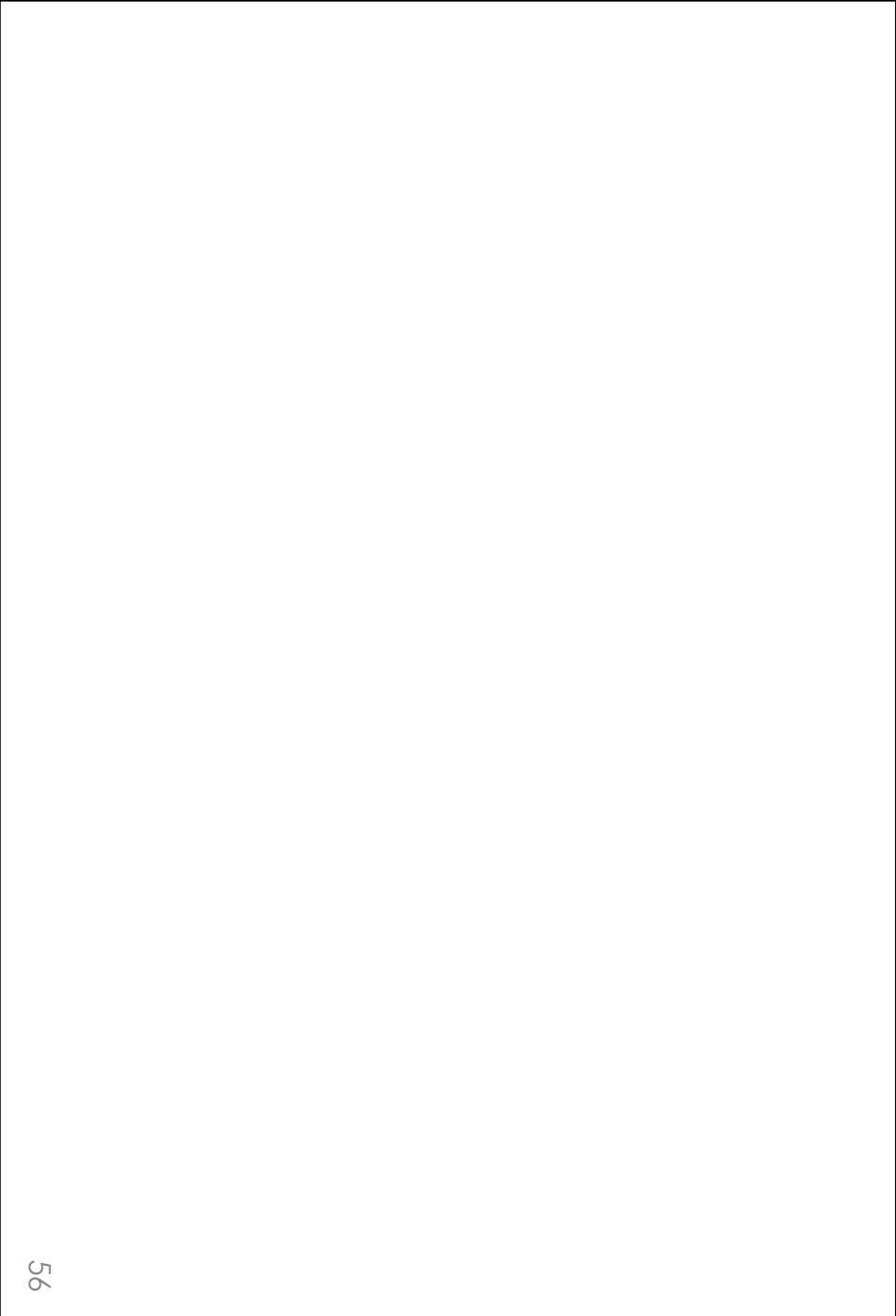
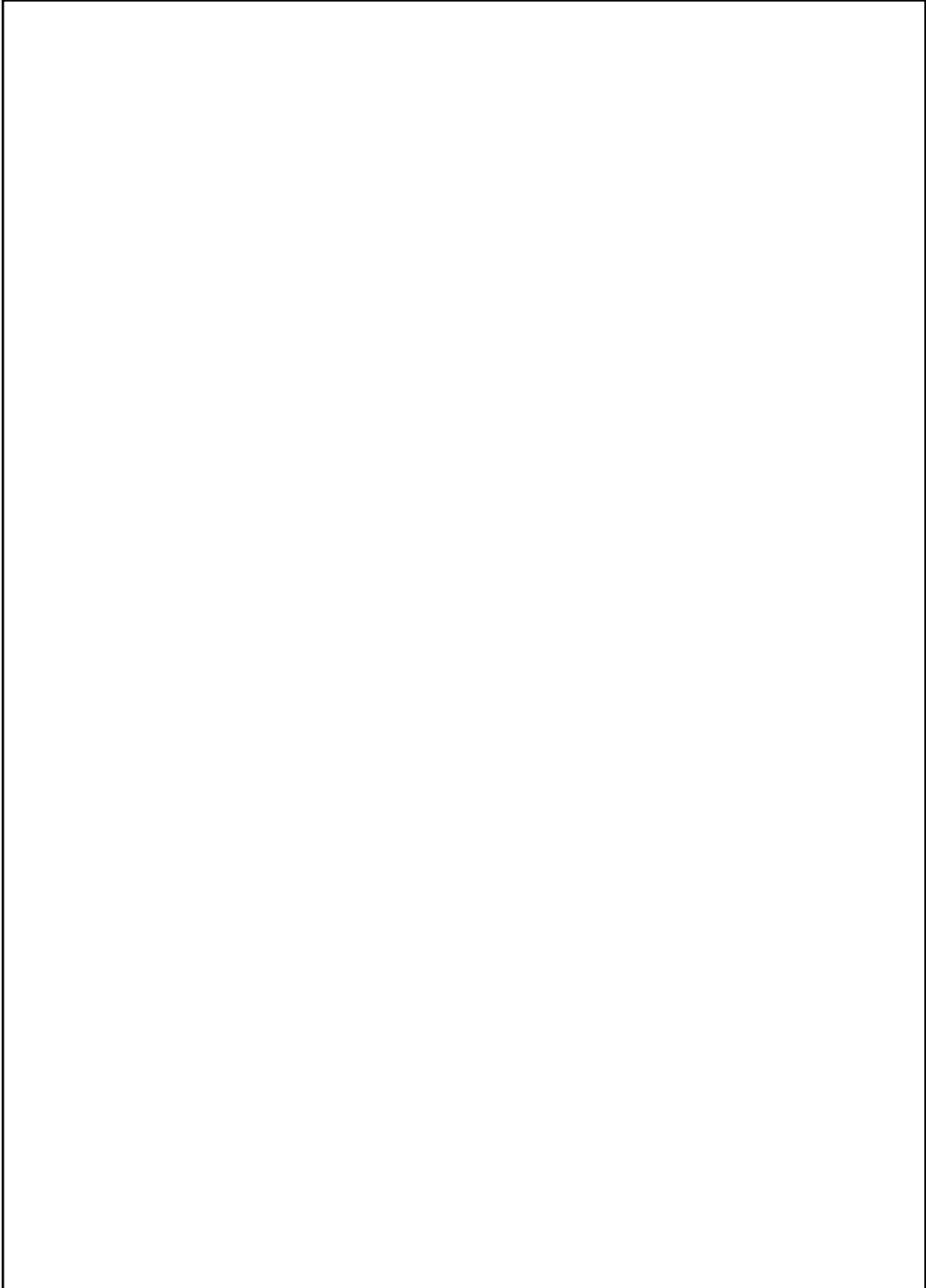
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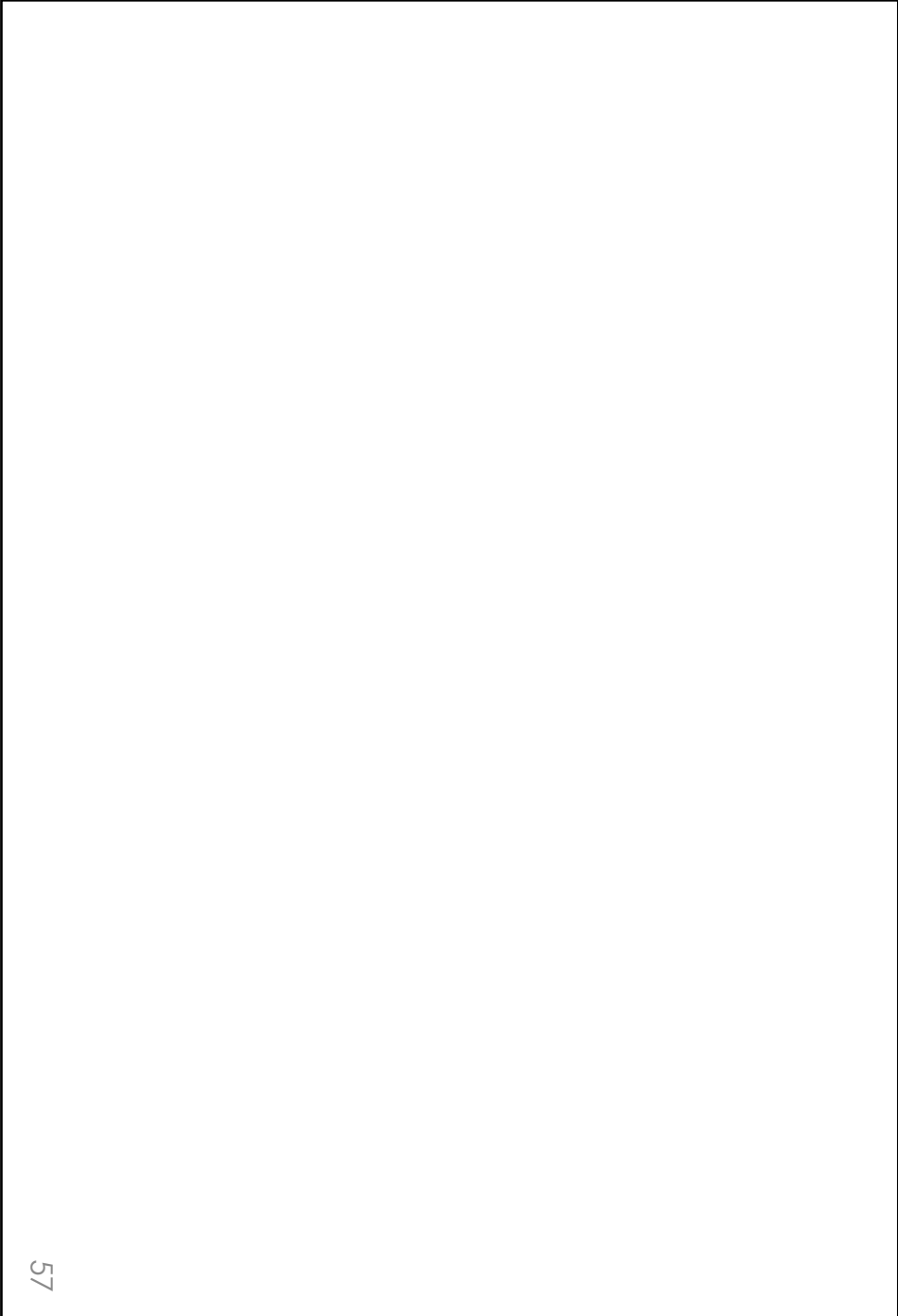
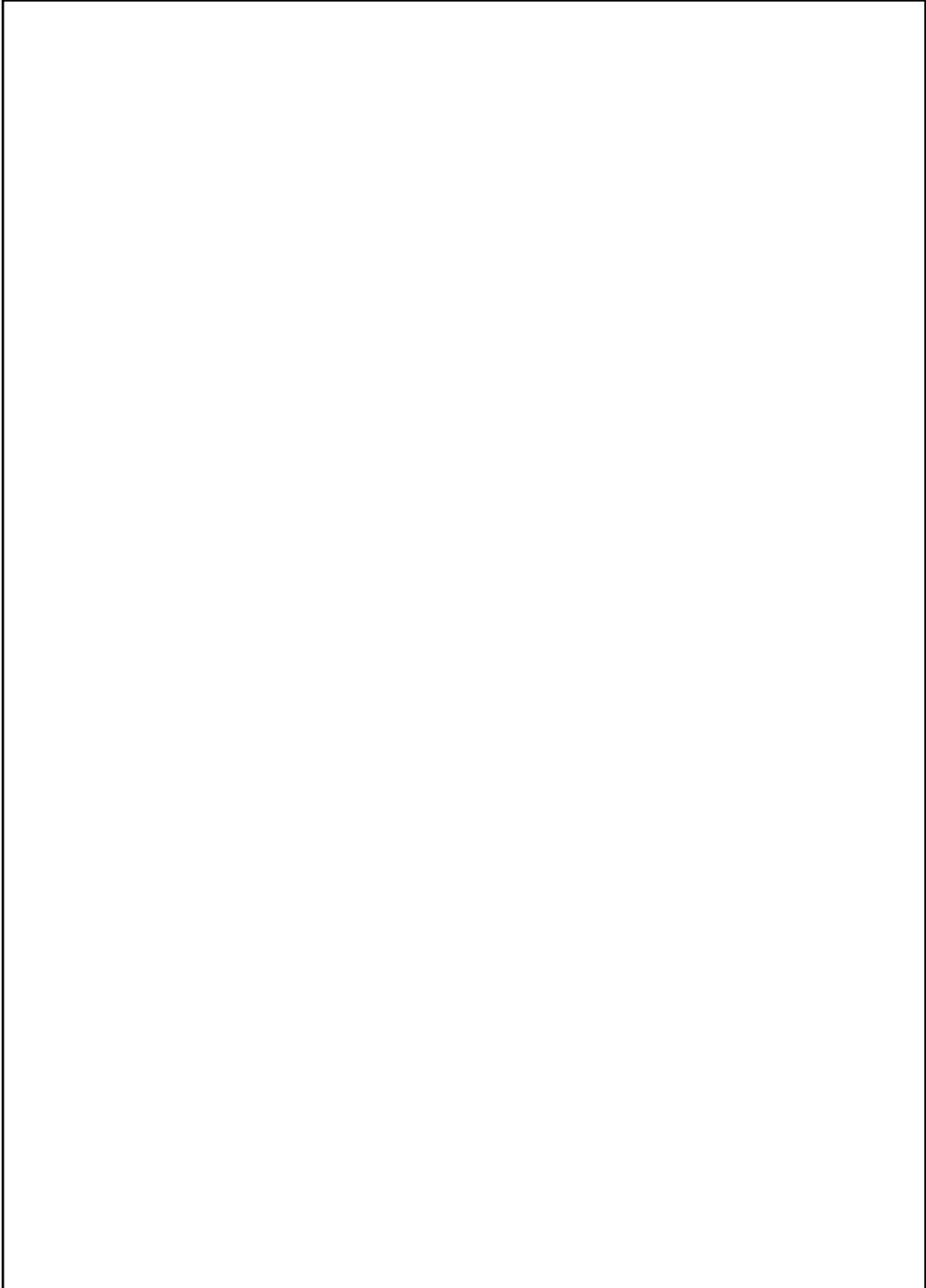


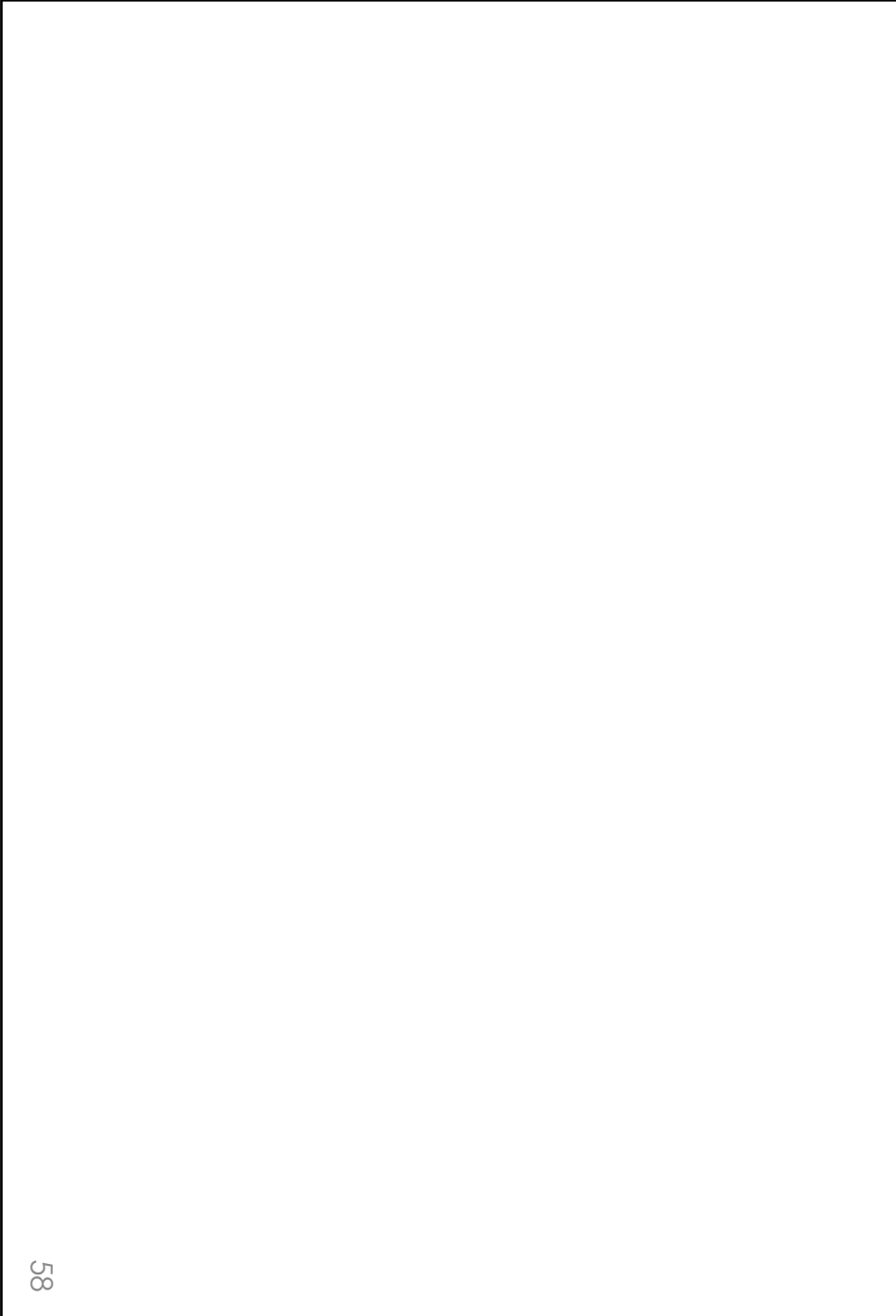
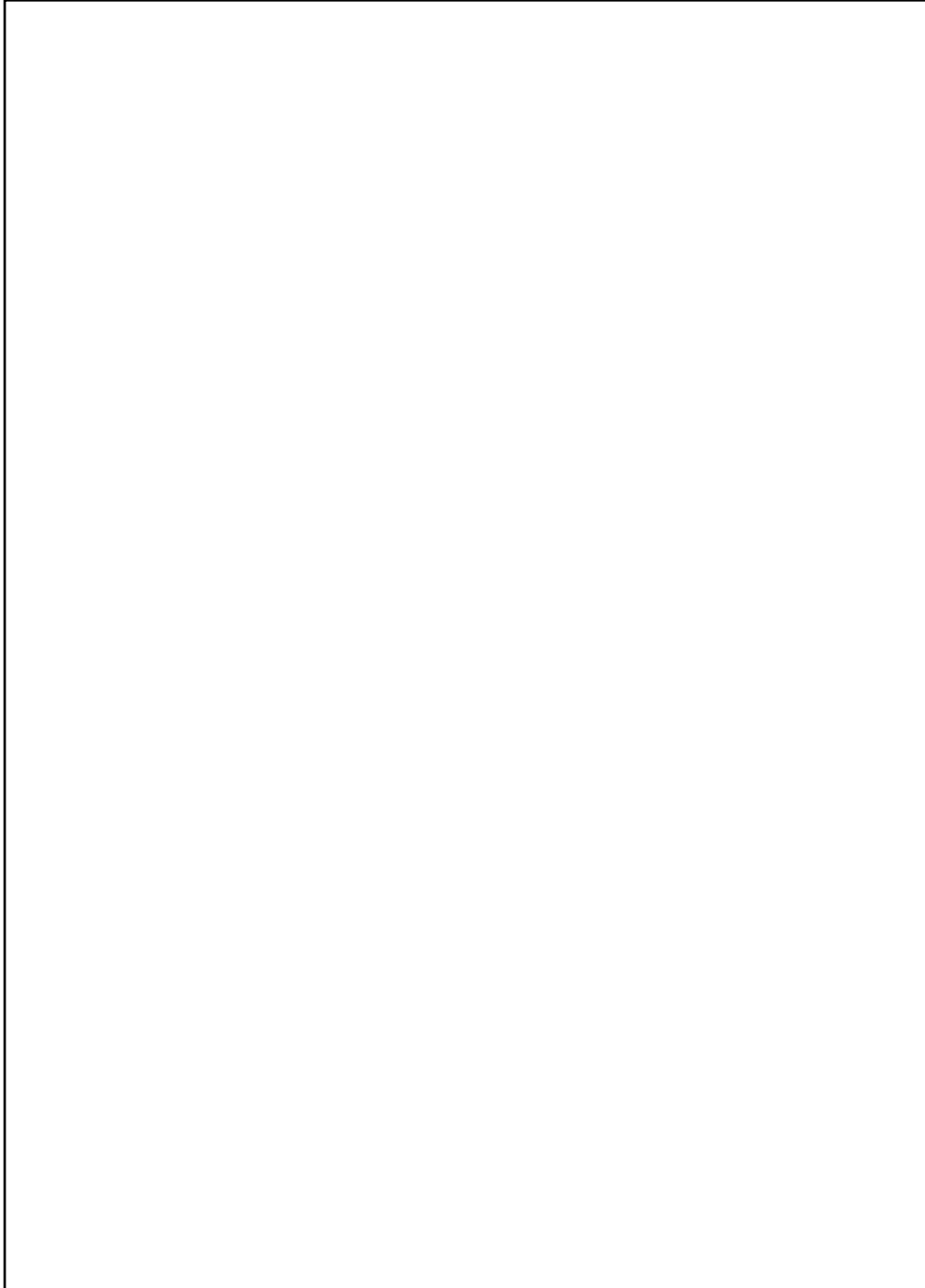


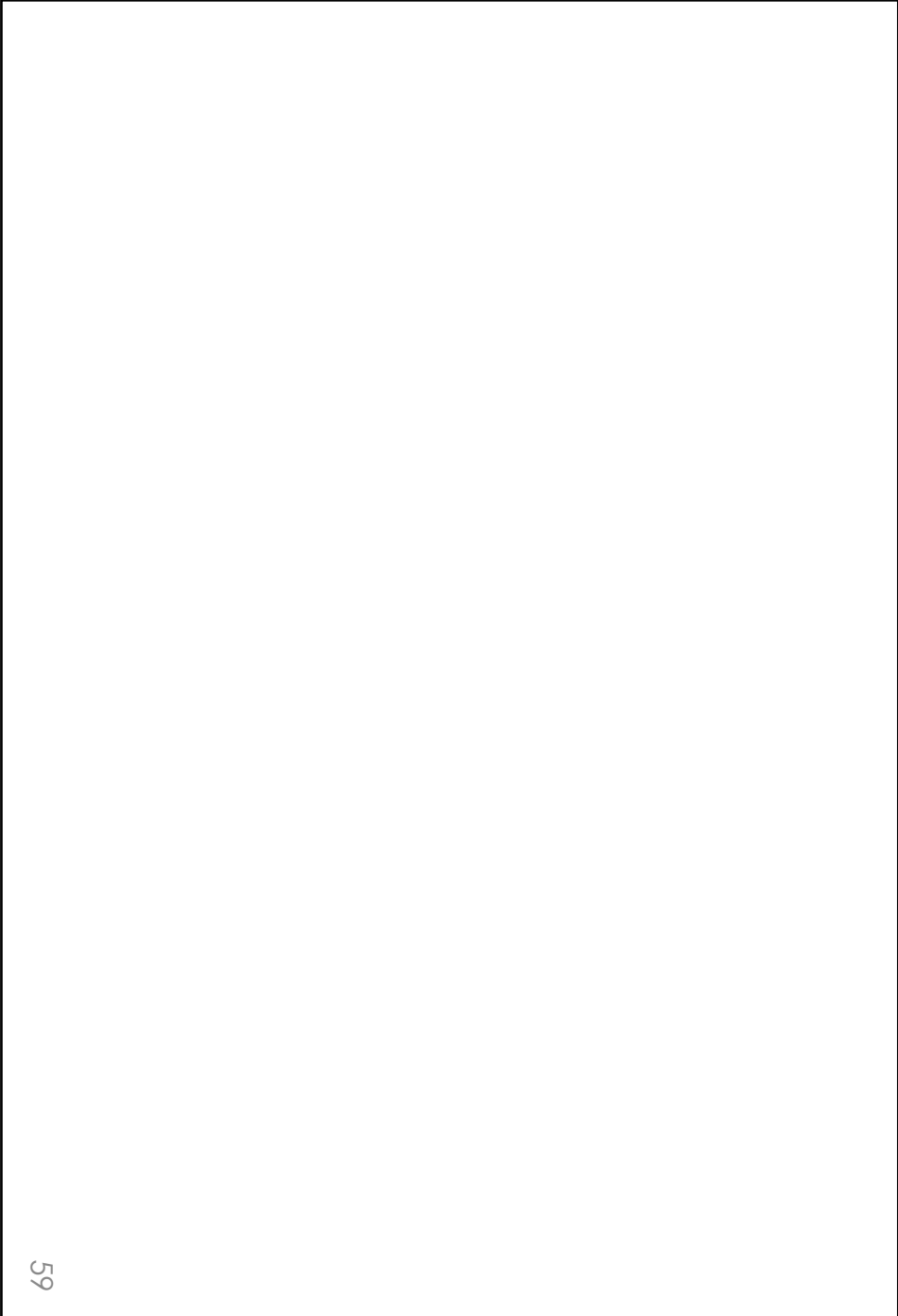
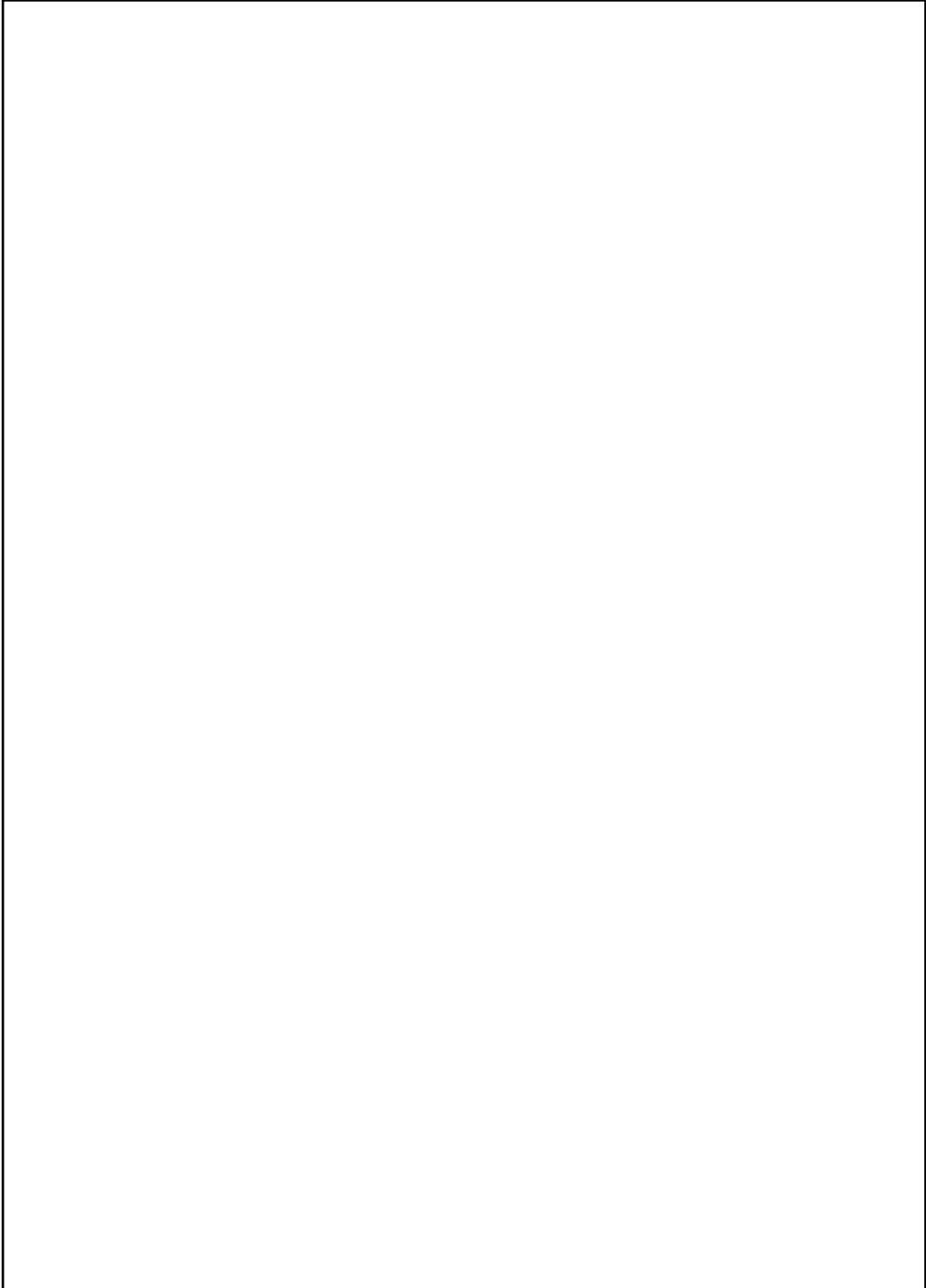












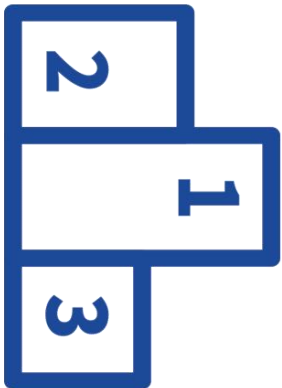
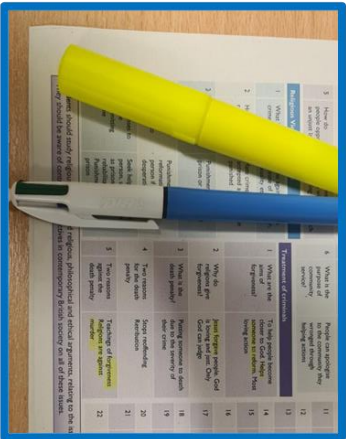
# Independent Learning: How to 4 – Shrink It



1. **Skim** over the Knowledge Organiser and look for the key information



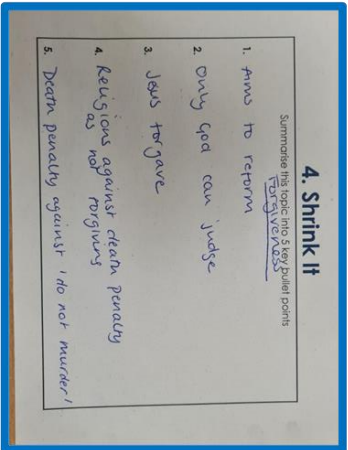
2. **Highlight** (or underline) the things you think are most important



3. **Rank** your chosen points in order of importance



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



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

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

## Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

**Shrink It**

Subject:..... Topic:.....

Subject:..... Topic:.....

**Shrink It**

Subject:..... Topic:.....

Subject:..... Topic:.....



**Shrink It**

Subject:..... Topic:.....

Subject:..... Topic:.....

# Read Like a Beckfooter

## Vocabulary

Do you understand the words of the text?

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

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

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

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

## Comprehension

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

1. Do you understand what it means literally?
2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast
2. Look carefully at punctuation, which is designed to help you take pauses in the right places
3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

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

## Summarising

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

Follow these steps:

1. Summarise the text in five words
2. Summarise the text in twenty words
3. Summarise the text in fifty words

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

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



# Reflect Like a Beckfooter

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

## Before a task, ask yourself:

### Comprehension

What is this task about?  
What do I understand about it?

What am I being asked to do?

### Connection

What do I already know about this?  
Have I seen anything like this before?

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

### Strategy

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

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

Was it successful?

How can I ensure I am successful this time?

## During a task, ask yourself:

### Reflection (during the task)

How is this going?

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

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

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

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

## After a task, ask yourself:

### Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

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

How do I know?

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

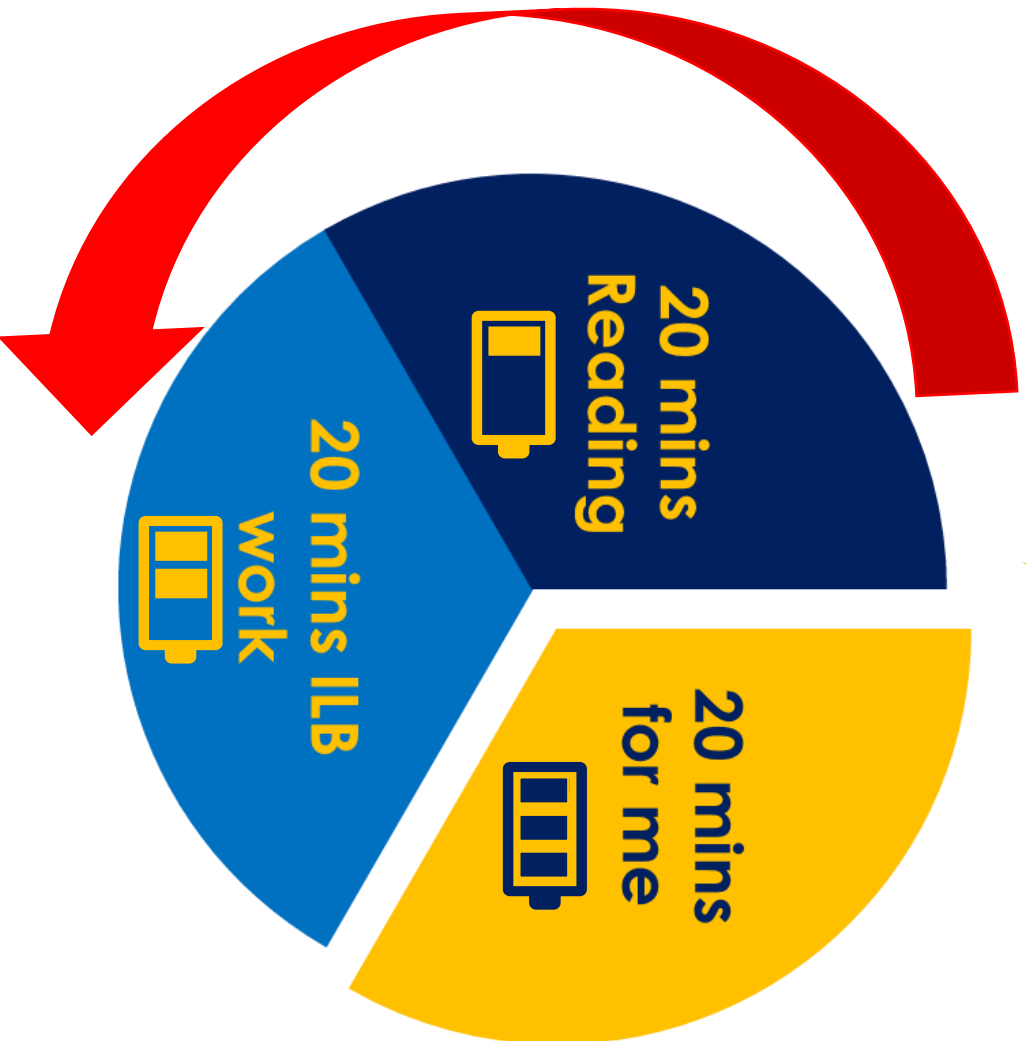
What emotions did I experience during the task?

Why?

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

Explain

# The Beckfoot Power ⚡ Hour



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

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

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

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

# Learn Like a Beckfooter Rewards

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

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

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

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

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

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



1 – 2

additional tasks

3 – 4

additional tasks

5

additional tasks

10 points

20 points

50 points