

HOW CAN I HELP MY CHILD REVISE?

*A retrieval practice
guide for
parents*



Year 11

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1. What is retrieval practice?

Retrieval practice refers to the act of recalling learned information from memory (with no or little support). Every time information is retrieved, or an answer is generated, it changes that original memory to make it stronger.

‘Using memory, shapes your memory’

Robert Bjork

The retrieval process cements the information in the long-term memory, which should enable that information to become easier to retrieve in the future.

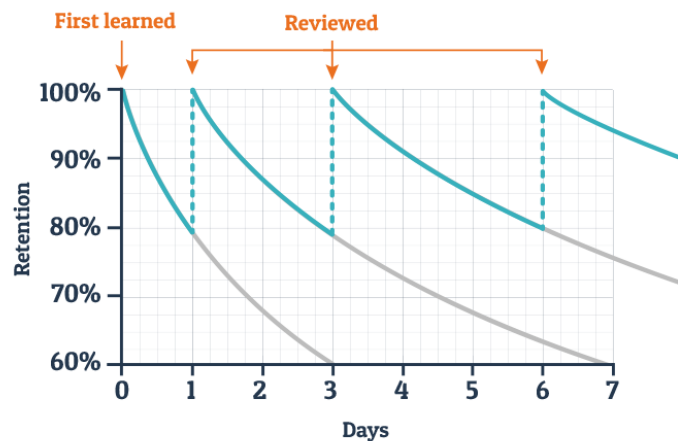
Memory consists of three stores:

- **Store 1:** Sensory store, where information is encoded.
- **Store 2:** Short-term memory or ‘working memory’. All information stored in the short-term memory that is not rehearsed is lost within 18-30 seconds.
- **Store 3:** Long-term memory. Where information is stored after being rehearsed.

It is not enough to be able to store information in our long-term memory, we need to be able to retrieve it from there too.

It is important that your child starts revision early and has time to prepare for each assessment effectively ensuring information is storage in the long-term memory and recalled later. The diagram below shows the ‘Forgetting Curve’ and how memory retention declines in time if there has been no effort made to retain it.

Typical Forgetting Curve for Newly Learned Information



Linking to revision it is vital that your child keeps revisiting key content, improving memory retention over time. If your child covers a topic or masters a skill in Year 10 and does not try to recall it again until the end of Year 11, the chances are that he/she will have to relearn it again. However, by supporting your child using the revision strategies in this guide, your child will improve memory retention, will feel more confident and prepared.

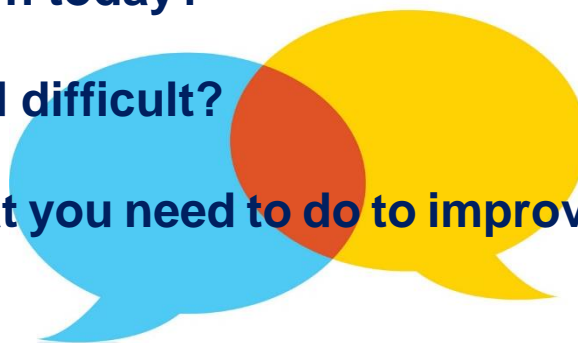
View your child's journey in school as a marathon, not a sprint! Your child should not wait until the week before the test to cram all of the information. Using the strategies in this booklet over time will help your child to recall more and better!

As a parent, you are your child's most important educator and research shows that parents who are actively involved with their child's learning help their children to achieve more too. Parental support is crucial to the success of students' learning, and is very much welcomed and appreciated by teachers.

Research states that 'The effect of parental engagement over a student's school career is equivalent to adding an extra two to three years to that student's education.' One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning, and this begins by speaking differently about their learning.

The language used at home to discuss learning is as important as that used in school. Classroom teachers are acutely aware of the value of asking probing questions to challenge students to think hard about their learning, and parents are encouraged to adopt this practice at home.

- **What did you learn today?**
- **What did you find difficult?**
- **Do you know what you need to do to improve?**



The responses to these questions like the ones listed above can open up a useful dialogue about your child's learning, and help students understand that learning is something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.

2. Why is retrieval practice important?



Strengthens your child's memory, making information more retrievable



It improves transfer of knowledge to new contexts



It gives your child information on what he/she remembers and does not remember



It promotes long-lasting durable learning



It reduces exam stress and anxiety



It will help your child to understand how to learn effectively

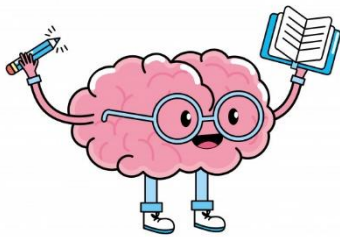
“The best preparation for tomorrow is doing your best today”

H Jackson Brown Jr

3. What works and what does not work to support your child with revision

Research shows that three most useful learning methods are:

Recall and test practice



- Encourage your child to test his/her knowledge. Use some of the strategies in this booklet.
- **Making mistakes is a part of the learning process!** Mistakes will give your child information about what to revise more and frequent misconceptions that have to be addressed.
- Encourage your child to practice the most difficult content first.
- Do not allow your child to jump directly into the homework. Ask your child to go through the book/revision guide first.

- Also called **distributed learning**. Encourage your child to revise a little bit every day.
- **Forgetting is a good thing!** It boosts long-term retention if you use recall strategies.
- Ask your child to review information but not immediately after class. Allow time to forget. Forgetting and trying to recall at a later time boosts your child's memory.
- Ensure your child goes back to older information.

Spaced practice



4. Learning to learn skills over the Academic Year

This is an overview of the skills your child will develop over this Academic Year. Each half term, your child will get involved in '**All Saints Recall Week**' and will have the opportunity to learn about a different learning to learn skill. The week will start with an assembly followed by an exciting PSHE lesson where your child will put each revision tool into practice. After that, your child will be able to use the skill gain in other subjects. There will be plenty of opportunities to win merits and certificates each term, by creating revision materials using all the knowledge learnt!

Half Term 1: What is retrieval? Why is it important? Recap. The power of mistakes. Take 10. Why it is important to start early

Half Term 2: Coping with stress (sleep & diet) Why looking after yourself and your wellbeing is important.

Half Term 3: The Power of Productivity – The Memory Clock.

(Setting realistic and achievable goals and ensuring revision is active rather than passive).

Half Term 4: Test Yourself! (Multiple methods including online, flash cards, memory clock, graphic organisers etc) Making the most of your time. (Link to using mark schemes)

Half Term 5: Self-Assess & Take Action – Checklists and addressing the gaps

Half Term 6: **GCSEs – The real thing!**



Learning to Learn



EFFECTIVE REVISION METHODS

awarded to

For showing evidence of exceptional revision resources.

Mrs Whiley & Mrs Pueyo

February 2021

5. The Parents' Guide to Exam Revision

Should I help with revision?

The next two-year period is one of the most important times in a student's life. It is the culmination of 12 -13 years of school education. Our young people can rarely achieve their best independently; best results are always achieved when a partnership is formed between student, family and school, and your support as parents is fundamental to this success.

What happens at home in the next two years can have more impact on GCSE grades than what happens in school.

Research and experience show that children whose parents/carers take the opportunity to be frequently interested in their child's learning make most progress. However, many parents feel at a loss when their children enter their examination years and it is hard to get the balance right between being a supportive parent and putting a child under too much pressure.

The hardest demand on our Year 10 and Year 11 students is that of understanding the long-term importance of achieving the best they possibly can. This can mean making some short-term sacrifices to ensure they are truly successful and learning to shelve 'short-term fun' on occasions in the interest of long-term benefits (not easy even for adults!).

The aim of this booklet is to provide you, as parents, with key information to support the GCSE process over the coming months. This is a challenging time for us all, but hopefully by working in partnership we can ensure that there is a real sense of achievement on GCSE results day, knowing that we all 'did our best' along the way.

What are the common problems students face?

Putting off revision, finding excuses to do other things or leaving all the work until the last minute. The fact is the more they delay, the more likely they are to get into a panic. Probably the biggest problem surrounding revision and exams is stress. It can make even the most ardent reviser think they can't remember anything, and even lead to panic attacks.

So how should I help my child to deal with exam stress?

- Encourage them not to be frightened of exam stress, but to see it as a positive force - after all, it keeps them on their toes mentally, and can help them focus on the task in hand.
- Learn to recognise when they are stressing out, and understand its causes.
- Often, a break or a chat with someone who knows the pressure they are under will get things into perspective.
- Make sure that they get a good nights' sleep before each exam - it will be much easier for them to concentrate during the exam if they are not feeling too tired.
- Encourage them to eat healthily during their revision and exams: Plenty of fresh fruit and vegetables.
- Avoid caffeine and energy drinks, they make stress worse and dehydrate the brain.

Useful equipment

Making sure your child has all the right equipment so they can get ready for their exams is also something you could really help with. Some things that your child could find very useful during their revision: Fine-point coloured pens

Highlighters	Post-it notes	Access to a computer (and printer if possible)
Table lamp	Note/record cards (flashcards)	Revision guides
Watch/timer	Notebooks	Past exam papers
Calculator (scientific)	Alarm clocks	Textbooks
Pin board	Calendar	Stationery

Coping with Exam Stress (for students)

1. Keep it in perspective

- Lots of people will tell you this, because it's true - exams aren't everything. Whatever happens in your exams, you can still be successful in life afterwards. So if you don't do as well as you'd hoped, try to keep things in perspective.
- Employers don't just look at your exam scores. They're just as interested in your attitude, your transferable skills and how well you'll get on with other people.
- Exam success doesn't define you as a person. Everyone copes differently in different situations and there's so much more to your personality than how well you can respond to an exam.
- Think about how far you've come already.
- Once you've done an exam, try to forget about it. There's nothing you can do about it, and worrying won't change your mark. Try to resist asking other people what they wrote for a particular question or checking other peoples' answers.

2. Get that organised feeling

- Picture your exams as a time-bound project. Are the exams 60 days away? That's your 60-day challenge. Best of all, there's a definite end point.
- Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one. Don't expect to learn everything; but having in mind where you'll get the marks can help you prioritise.
- Break your revision down into small chunks, and form a plan. Once you've got a plan, you won't have any more dilemmas at the start of the day about what to work on.
- Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day. If you give yourself plenty of rest you can do the same amount of work in half the time or less.
- Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3. Get into some good habits

These habits will help you concentrate as well as reducing stress:

- Take frequent breaks. Psychologists say we can only concentrate properly for 30-45 minutes. You could use a technique like Pomodoro, that helps you to take regular breaks. When you do take a break make sure you don't stay at your desk, you could go for a walk or even just make a cup of tea!
- Eat well. Keep a good blood sugars level to avoid highs and lows of energy, by eating slow-release foods like bread, rice, pasta, fruit and veg.
- Drink lots of water. People often underestimate how much hydration helps!
- Think about when and where you work best. Not everyone is a morning person, and some people don't find the library a productive place to work. There's no one best place or time to work - it's about what works for you.
- Keep active. Even a short walk will do. Exercising is one of the quickest and most effective ways to de-stress. Fresh air will clear your head and perk you up.
- Try to get about 8 hours' sleep a night. If you're stressed about not being able to sleep, there are lots of ways to aid a good night's sleep.
- Find activities that help you relax. Maybe it's a hot bath, watching a TV show, or a creative activity. Schedule this down-time into your timetable.

4. Avoid bad habits

- Don't set yourself ridiculous goals. Nobody can revise 10 topics in a day! Avoid setting the day up to be a disappointment. Make small, achievable goals.
- Don't cut out all the enjoyment from your life. It's tempting to decide you'll just knuckle down to work and "focus", but this is counterproductive - it's impossible to focus without giving your brain rest by doing other activities.
- Avoid stimulants. Caffeine (energy drinks), alcohol and drugs impede your energy and concentration in the long term. It'll also make it more difficult to get that much-needed sleep.

5. Get support from friends and family

- Don't be put off by friends saying that they are doing huge amounts of revision. As already mentioned, that's probably not actually a productive or efficient way of working long term. One of the key reasons people feel exam stress is due to comparing themselves to other people.
- If you can, discuss with your parents what they are expecting you to achieve. Parents with steep or unrealistic expectations will just add unnecessary pressure. It's helpful to let them know what you think you have the capacity to achieve, and to insist that the best way to get there is to have support from your parents, not pressure.
- If you're feeling really worried or anxious, chat to a good friend, family member, or tutor. It helps to get it out of your system, and they may well be able to help think about practical strategies to deal with exam stress.

Information taken from the Student Minds website: www.studentminds.org.uk/examstress

What's the best way to revise?

Research by Bjork, Dunlosky and Kornell (2012) demonstrated that students don't tend to use the most effective revision techniques like self-testing, using flashcards and quizzing. Instead they default to less effective techniques such as rereading their class books and highlighting their notes. Applying these ineffective techniques over long periods means they clock up hours of revision in the belief that time spent equates to exam success but, actually, a lot of this time is wasted. So how do we help students to revise better, and how do we help them to understand that more revision is not always beneficial?

- Different students prefer different approaches, but in every case the best option is to help your child set out a revision plan.
- Establish how much time they have available between now and the exams, and then draw up a realistic timetable together. Let your child decide what they need to focus on, this timetable needs to belong to them.
- In working out how much time they should devote to each subject, encourage them to concentrate on their weaknesses without losing sight of their strong points.
- Revision timetables are useful and effective tools that can help your child to prepare for exams and achieve the grades they deserve. Some people prefer A4 sized daily or weekly timetables whilst others prefer larger wall sized charts that cover a month-long period.

Example of a revision timetable:

	Subject 1	Subject 2	Subject 3	Subject 4
Monday	Maths Fractions Percentages	French Clothing -re verbs	Science Atoms Molecules	Geography Glaciation
Tuesday	ICT Spread sheets	English		
Wednesday				

Ideally your child should be aiming to complete around 2.5 hours every evening in the run up to an exam, but chunked into 20-25-minute slots. They should make a topic or subject tick list, this way they can see what they need to cover revision wise before the exam.

So you have set a revision plan together, what next?

- Encourage and support your child to stick to it! That way you can help them to keep track of how much work they have done and what they have left to cover.
- Choose a place in the house to revise where they won't be distracted.
- Make all of your family members aware of the fact that your child will need some peace and quiet during this time, so they know not to disturb them.
- Switching revision between subjects avoids them becoming bored of a single topic.
- Look for fresh sources of information other than class notes. The internet, for example, offers some innovative learning resources (see subject specific information for further ideas).
- You can offer small 'rewards' after every revision session. Nothing extravagant, just a small treat to help them to get back to their books.

- Ensure that your child avoids last-minute revision the night before. Instead, support them to complete their revision plan early.
- Ensure your child attends school every day. Even one lesson lost means that key information could be missing regarding coursework/deadlines.
- The simplest things often get in the way of starting revision – days can be lost while pupils are ‘going to get some folders soon.....’. Get around this by providing the files, dividers, wall charts etc. your child will need for the revision period.
- Support your child in choosing one good revision guide for each subject; it’s the best investment you will make. There are lots around so check with the teacher yourself if you are not sure which is best.

Revision Strategies

Improving Memory

'Chunking': as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.

Repetition: Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!

Application and association: The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.

Use of mnemonics: these are various word games which can act as memory aids and which allow personalisation and creativity. Think of stalactites (come down from the ceiling) and stalagmites (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in your subjects.



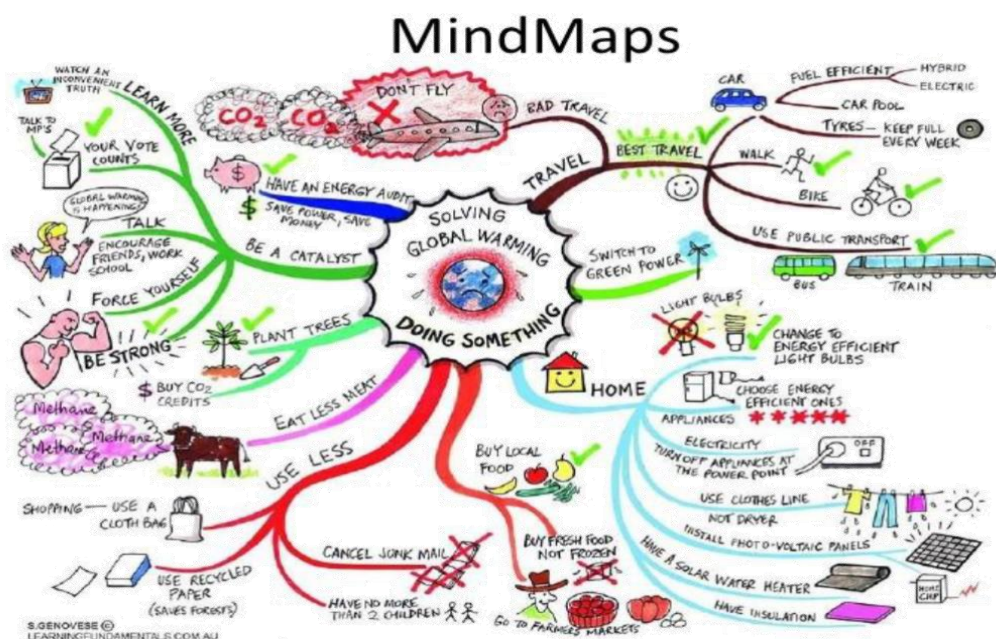
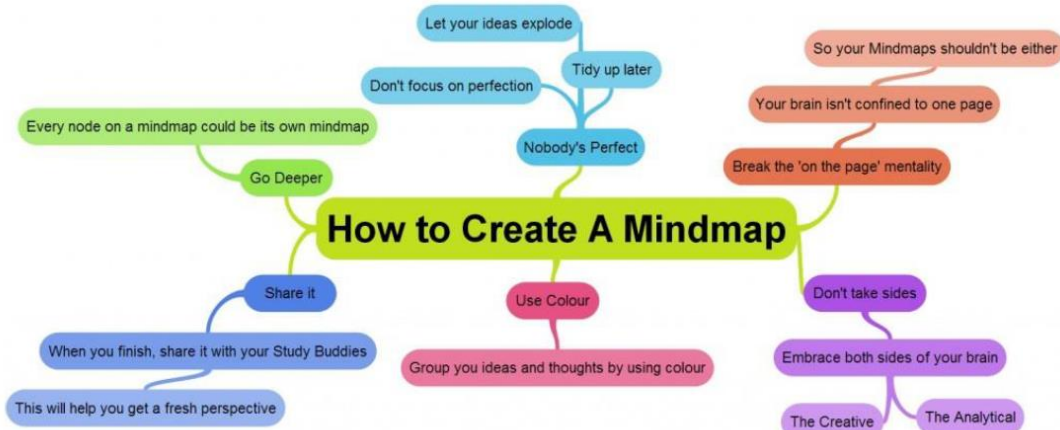
Mind Maps: Mind Maps are useful for:

- o Brainstorming individually and as a group.
- o Summarizing information and note taking.
- o Consolidating information from different research sources.
- o Thinking through complex problems.
- o Presenting information in a format that shows the overall structure of the subject.
- o Studying and memorizing information.

Using Mind Maps Effectively:

Once you understand how to take notes in Mind Map format, you can develop your own conventions for taking them further. The following suggestions can help you draw impactful Mind Maps:

- **Use Single Words or Simple Phrases** – Many words in normal writing are padding, as they ensure that facts are conveyed in the correct context, and in a format that is pleasant to read. In Mind Maps, single strong words and short, meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.
- **Print Words** – Joined up or indistinct writing is more difficult to read.
- **Use Colour to Separate Different Ideas** – This will help you to separate ideas where necessary. It also helps you to visualize the Mind Map for recall. Colour can help to show the organization of the subject.
- **Use Symbols and Images** – Pictures can help you to remember information more effectively than words, so, where a symbol or picture means something to you, use it. You can use photo libraries like iStockPhoto to source images inexpensively.
- **Using Cross-Linkages** – Information in one part of a Mind Map may relate to another part. Here you can draw lines to show the cross-linkages. This helps you to see how one part of the subject affects another.



Past Papers

- Going through past question papers is very helpful. Your child can familiarise themselves with the format of the paper and the wording of the questions.
- Past papers may also act as a guide to the types of topic which crop up in the exam, but your child should not rely on this too much!
- They should practise making brief plans to answer the questions. Your child should not need to answer the question in full, but by going through what they now, selecting the most relevant material and ordering it coherently, they are practising a technique which will be used in the exams.

Some of the main reasons why students fail to gain the marks on exam papers they hope for:

- Failing to answer the question set.
- Misinterpreting the question, perhaps because they misread the instruction words or specialist terms.
- Not reading the instructions carefully.
- Not writing answers in the way they are required.
- Not referring sufficiently or selectively to the course material.
- Running out of time, so that the final question is not answered in sufficient depth.
- Not checking through the paper carefully to avoid obvious mistakes, such as dates or simple mathematical calculations.
- Writing long, complex sentences where the meaning gets lost
- Illegible handwriting.

Discuss these with your child and keep an eye out for them when they are practising.

Look, cover, write, check:

This is an old and trusted technique that still works for many people:

- o Revise a section of work
- o Cover it up or put it aside
- o Write down or record as much as you can remember
- o Check against the original
- o Highlight anything you got wrong or forgot
- o Prioritise these areas for future revision

Record: Try recording important points, quotes and formulae. If your child hears them and reads the notes as well, they're more likely to sink in.

Video: Use short videos from YouTube, Hegarty Maths etc. to help to understand difficult concepts.

Talk: Encourage your child to read their notes out loud; it's one way of getting them to register.

Test: See what they can remember without notes, but they should avoid testing themselves on subjects they know already. You can help by testing them.

Time: Do past exam papers against the clock; it's an excellent way of getting up to speed and of checking where there are gaps in knowledge.

Subject Specific Information

Your son/daughter has already been provided with a wide range of support materials from their subject teachers – many of which have also been shared with yourselves as parents, however this booklet is here to support you and your child to reach their full potential.

On the following pages we have compiled further subject specific information which we hope will be helpful to you over the coming months.

Please do not hesitate to get in touch with your child's subject teacher though should you have any questions or concerns prior to the exams.

This is a team effort and it is really important that we all communicate with one another to ensure success in the summer.



"We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness"

(1 Cor. 12:29)

ANALYSING ARTIST'S WORK Name, Title, Date & Image

1. INTRODUCTION

Describe the Artist. Consider the following:

- Who created the work?
- When and where the work was made?
- What themes does the artist/photographer explore & the general style of their work?
- What art movement are they affiliated with?

2. CONTEXT

Explain what influenced the Artist to create this artwork/photograph. Consider the following:

- When was it created? Describe the period/context when/where the work was made?
- What was happening in the world at that time that might have influenced the artwork?
- How does the period/context influence the work?
- What else was happening when the work was made (art, life, politics) that may have influenced the artist and their work?

3. CONTENT

Describe the photograph as though you were explaining it to someone who cannot see it.

Explain why the photographer has created the image. Consider the following:

- What type of photograph is it?
- What is the photo about/what is the subject matter?
- What can you see (foreground, middle ground, background)?
- What is the most important thing in the photo?
- Does the Title express the Theme behind the work?
- Where and when was it taken (i.e., in a studio, on location, etc)?
- Is it a real event or is it staged?

4. THE FORMAL ELEMENTS

- **Describe** what formal elements are in the artwork.
- **Explain** why the artist has used them.
- **Explain** how do these elements convey meaning or create an impact? Give examples.

Line
Tone
Colour
Form
Shape
Texture
Pattern
Space

5. PROCESS

Explain how the artwork/photograph was produced. Consider the following:

- Photograph**
- Is it digital or film?
 - What techniques have been used?
 - What settings were used?
 - Is the image realistic or has it been manipulated in any way?
- Artwork**
- What medium/media?
 - What techniques have been used?
 - What size is the artwork? What (if any) impact does this have on the viewer?

6. MOOD

Describe the mood of the artwork. Consider the following:

- Does the work capture a mood, feeling or emotion?
- How would you describe the mood of the image?
- How has this been achieved?

7. CONNECTIONS

- **Compare** this work to others that may be of a similar theme or made in a similar way.
- **Review** and **relate** these works to your own project. Consider the following:
 - How does it link to your project?
 - What ideas does it give you?
 - What have you learnt from analysing this artwork/artist?

8. Emulate (for Art)

Create your own high quality practical response to the artwork using similar media

Read through to check your work carefully before submission.

Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down use of equipment/technique.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>

In Art and Design you will learn new skills. Practice! As the saying goes... if at first you don't succeed try, try, try again!

Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!

You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.

<https://www.tate.org.uk/art/student-resource/exam-help>

<https://www.theguardian.com/artanddesign>

<https://www.saatchigallery.com/#years>

<https://www.tate.org.uk/art>

<https://www.nationalgallery.org.uk/paintings/search-the-collection?q=&tpf=&tpt=&acf=&act=>

<https://artsandculture.google.com/>



SAATCHI GALLERY



Sentence Starters

Artist Analysis

My first impressions of this piece are

The piece of work is about

In this piece I can see

I think the artist has made this piece by

This piece reminds me of

The part that I find the most interesting is

I think this piece is about

The colours the artist has used are

This piece of work makes me feel

The areas I like/dont like about this piece are

I could use the artists ideas in my work by....

How?

When writing about your own work, parents can ask the following questions:

What have you done? Is it a painting a drawing or a sculpture?

Is it your own design or a copy? How have you done it? Try to describe how you built up your work stage by stage. Why have you done it/ what have you learnt through doing it? About an artist? New skills? What medium or materials have you used? Paint, pencil, collage, mixed media etc

What have you done well? Try to list at least 3 points. What could you improve or what would you change if you were to do it again?

Great support with annotation and techniques on the BBC bitesize

<https://www.bbc.co.uk/bitesize/subjects/z8tnvcw>

Art Recall Watercolour



Key words for Texture

uneven	smooth	brushstroke
bumpy	plain	glaze
rough	soft	matt
jagged	featureless	shiny
serrated	glossy	splatter
coarse	silky	thick
gritty	cross-hatching	thin
grainy	fine	wash
gestural	flat	
complex		

How?

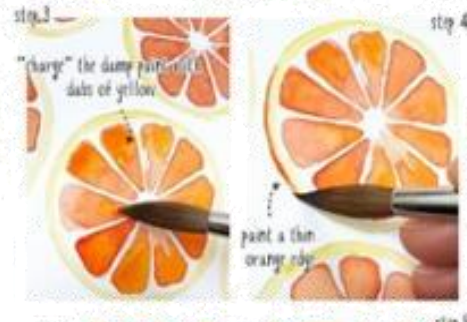
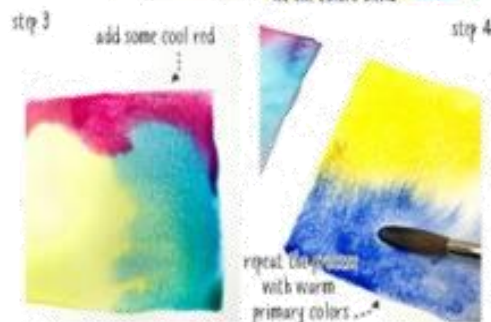
In Art and Design you will learn new skills. Practice! As the saying goes... if at first you don't succeed try, try, try again!

Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.

Encourage students experiment drawing. You might have a second sketchbook to practice at home or you can draw on recycled materials, for example used envelopes, newspapers and inside of cereal boxes if you have no paper at home.

Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!

You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.



Create flashcards for key words. One side write down the equipment/technique name, the other side draw and write down use of equipment/ technique.

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Try.

Try again.

Try once more.

Try differently.

Try again tomorrow.

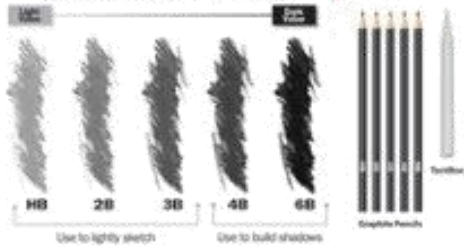
Try and ask for help.

Try and find someone who's done it.

Try to fix the problem.

Keep trying until you succeed.





PENCIL

Key words for Tone

dramatic	pallid
dark	ashen
deep	bright
intense	contrast
heavy	crisp
rich	fair
strong	graduation
pale	harsh
bleached	smooth
light	value
faded	

Hatching

Draw strokes in the same direction and layer them to produce darker shades.



Crosshatching

Similar to hatching, crosshatching uses layered strokes to build shades. Draw the strokes in two different directions to create this effect.



Stippling

Draw dots close together to create dark values, and further apart to achieve lighter values.

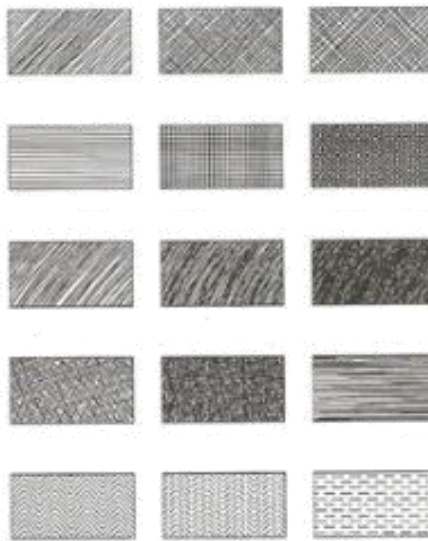


Blending

Use your tortillon to create smooth shading and subtle transitions between lights and darks in your shadows.



Hatching and Cross Hatching Examples



Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down use of equipment/ technique.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>

How?

In Art and Design you will learn new skills. Practice! As the saying goes... if at first you don't succeed try, try again!

Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.

Encourage students experiment drawing. You might have a second sketchbook to practice at home or you can draw on recycled materials, for example used envelopes, newspapers and inside of cereal boxes if you have no paper at home.

Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!

You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.

Try.

Try again.

Try once more.

Try differently.

Try again tomorrow.

Try and ask for help.

Try and find someone who's done it.

Try to fix the problem.

Keep trying until you succeed.

<https://www.tate.org.uk/art/student-resource/exam-help>

<https://www.theguardian.com/artanddesign>

<https://www.saatchigallery.com/#years>

<https://www.tate.org.uk/art>

<https://www.nationalgallery.org.uk/paintings/search-the-collection?q=&tpf=&tpt=&acf=&act=>

<https://artsandculture.google.com/>



SAATCHI
GALLERY



Photography

MAKE SENSE OF SHOOTING MODES

The mode you choose affects the amount of control you have over camera settings

AUTO Auto mode The camera chooses the mode to use and the camera chooses all the settings automatically.	S Sports mode The camera chooses the shutter speed to freeze the action.	S Shutter Priority You choose the shutter speed and the camera chooses the aperture.
Auto Flash Off mode The camera chooses the mode to use and the camera chooses all the settings automatically.	Close-up mode The camera chooses the mode to use and the camera chooses all the settings automatically.	P Program AE mode You choose the shutter speed and the camera chooses the aperture.
Portrait mode The camera chooses the mode to use and the camera chooses all the settings automatically.	Night Portrait mode The camera chooses the mode to use and the camera chooses all the settings automatically.	M Manual mode You choose the shutter speed, aperture, ISO, and white balance.
Landscape mode The camera chooses the mode to use and the camera chooses all the settings automatically.	M Manual mode You choose the shutter speed, aperture, ISO, and white balance.	A Aperture Priority You choose the aperture and the camera chooses the shutter speed.
Child mode The camera chooses the mode to use and the camera chooses all the settings automatically.	A Aperture Priority You choose the aperture and the camera chooses the shutter speed.	GUIDE Helps you understand the camera settings.

Formal Elements in Photography

FOCUS: what areas appear clearest or sharpest in the photograph? What do not?

LIGHT: what areas of the photograph are most highlighted? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial? Harsh or soft? Reflected or direct?

LINE: are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

REPETITION: are there any objects, shapes or lines which repeat and create a pattern?

SHAPE: do you see geometric or organic shapes? What are they? How do they relate to one another?

SPACE: is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative spaces in addition to positive spaces? Is there depth created by spatial illusions?

TEXTURE: if you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

VALUE: is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down *use* of equipment/ technique.

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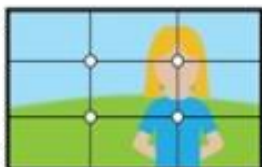
How?

In Art and Design you will learn new skills. Practice! As the saying goes... if at first you don't succeed try, try, try again!

Parents....Encourage pupil to take photographs every where they go! You might have a folder on the computer that had lots of inspiring images! These photographs can be used for lots of future projects!

Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!

You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.



RULE OF THIRDS

The photo is divided by nine boxes. The subject is in one of the intersecting lines, or the circles.

PHOTO BASICS



LEADING LINES

The road in this picture serves as a guide that lead your eyes to the subject of the photo.



DEPTH OF FIELD

This is when the subject of the photo is completely in focus and the background is blurry. This can be controlled by aperture.



SHUTTER SPEED & APERTURE

These figures are on your SLR camera screen. The higher the number (1/400), the faster the shutter speed. You are able to shoot faster subjects. As your aperture number gets lower (f2.8), more light is allowed into the lens. More light allows you to shoot in lower light situations.



FRAMING

This is when there are objects around the subject that frame the subject, making your eyes move down to it.



BALANCE

Placing your main subject off-centre, as with the rule of thirds, creates a more interesting photo. You should balance the "weight" of your subject by including another object of lesser importance to fill the space.



VIEW POINT

Before shooting your subject, think about where you will shoot it from. The viewpoint has a massive impact on the composition of a photo, and it can greatly affect the message that the shot conveys.



SYMMETRY

This is when the photo is equally balanced or has a pattern, creating symmetry within the photo. This can be very eye-catching, particularly in situations where they are not expected.

AllSaints Art Recall

CATHOLIC SCHOOL

COLLAGE

1. CHOOSE A BASE.

(EX. CONSTRUCTION PAPER - DO NOT CUT THE BASE)

2. SELECT MATERIALS.

3. CUT OR TEAR SHAPES.

4. ARRANGE SHAPES ON THE BASE.

5. REARRANGE SHAPES UNTIL YOU ARE HAPPY.

6. ATTACH SHAPES.

7. ADD DETAILS.

YARN, PAINT, MARKERS, ETC.

COLLAGE STATION - VOCABULARY WORDS

- **Overlap:** Place one thing on top of another



- **Arrange:** To place



- **Composition:** Placement of different elements within a particular space



- **Organic shapes:** Shapes from nature



- **Geometric shapes:** Triangles, rectangles, squares, diamonds...



ART MATERIALS

How?

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John Stezaker



Richard Hamilton



David Hockney



Artists

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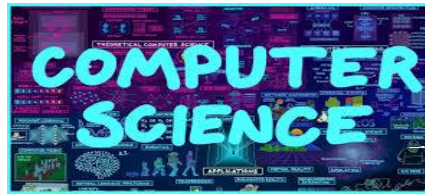
<https://www.nationalgallery.org.uk/paintings/search-the-collection?q=&tpf=&tpt=&acf=&act=>

<https://artsandculture.google.com/>



SAATCHI GALLERY





J276/01: Computer Systems

J276/02: Computational thinking, algorithms and programming

J276/03: Programming Project

What?

1.1 Systems Architecture, Memory and Storage half-Term 1&2.

- Explain the fetch-decode-execute cycle & Von Neumann Architecture
- Understand the purpose of each (ALU, CU & Registers)
- CPU performance
- Embedded systems

1.3 Computer Networks, Connections and Protocols, 1.4 Threats to Computer Systems and networks half-Term 3

- Identify types of network and topologies, Compare wired and wireless networks, types of protocols
- Identify different types of Malware, social engineering and other methods of attack

2.2 Programming fundamentals Half-Term 4 & 5

- Create programs using 3 basic constructs
- Searching and sorting algorithms
- Create a music Quiz game

2.3 Producing Robust programs Excel Half Term 6

Input validation and authentication

How?

1. Independent Reading

Encourage your child to revise and read regularly using Cambridge Elevate e-book. Reading improves vocabulary and will help your child to retain and better understand the content of GCSE J277. Use flash cards to test knowledge and understanding.

Download Python software (free) or use Trinket.io in order to help your child practice their coding skills at home and aid with their homework.

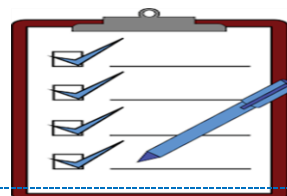


2. Homework

Revision and past paper sheets will be given to pupils as well as posted on Satchel:One and Google Classroom. Monitor due dates and ensure that your child has completed the homework correctly.

3. Vocabulary (key words)

Students will be given a list of key words to learn at the end of each term. Practice these words with your child to improve their spelling and vocabulary.





What?

1. English Language: Explorations in Creative Reading and Writing

Students will explore a wide range of interesting fiction extracts from the 19th, 20th and 21st centuries and develop their descriptive and narrative writing skills.

2. English Literature: Modern Texts and Poetry

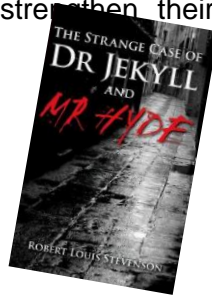
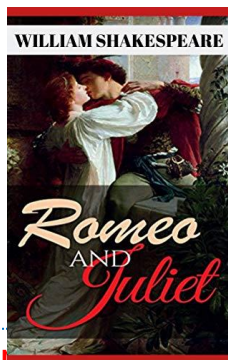
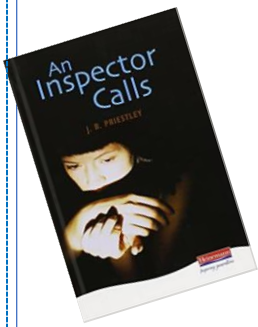
Students will explore J.B. Priestley's *An Inspector Calls* and the social and historical context of the Edwardian era as well as a range of unseen poetry and the Love and Relationships Poetry Cluster.

3. English Language: Writers' Viewpoints and Perspectives

Students will explore a wide range of interesting non-fiction extracts from the 19th, 20th and 21st centuries and develop their writing to explain, persuade and argue skills in order to present their point of view.

4. English Literature Shakespeare and the 19th Century Novel

Students will explore Shakespeare's *Romeo and Juliet* and Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*. Students will examine extracts and make links across the text in order to strengthen their understanding of the texts.



Presenting a Point

- Direct address
- Alliteration
- Facts & Statistics
- Opinion
- Rhetorical Question/ Repetition
- Exaggeration/Emotive Language
- Superlatives/similes
- Triple Emphasis

Descriptive Writing:

- Similes & Metaphors
- Adjectives
- List of Three
- Senses (5)

Alliteration



How?

1. Flashcards

Create flashcards with quotations on one side and your analysis in bullet points on the other side. You can colour code different topics by characters and/or themes. You can also test yourself and others using them!

2. Graphic/Knowledge Organisers

A graphic organiser is a diagram used to visually organise information. These can take many formats including mind maps, tables, images, concept maps etc. These tend to show relationships among pieces of the whole. In order to revise students should create a graphic organiser and break down the key elements of the texts and the key ideas.

Want to stretch and challenge them further?

Give them 10 minutes to read over their graphic organizer and revise as much information as possible. Then turn the graphic organizer over and see how much they can remember! Give those 15-20 minutes and then compare the original graphic organiser to the one they just made! How much did they remember? Whatever is missing may need to be the focus of their revision next time!

3. Practice essay writing skills using PETAL – time yourself!

Using their English Revision Packs students can plan exam practice question responses

PETAL is an acronym that helps students to remember how to express their ideas in an academic manner. They can practice using the sentence stems overleaf to help structure their writing.

Want to stretch and challenge them further?

Ask them to write a paragraph in response to an exam question they have planned under timed conditions without looking at the help sheet. Then check their understanding by asking them to shade each step of the PETAL paragraph in a different colour. Have they included all 5 steps?

Not sure what to write about?

Ask your child to explain or how a character/theme or idea is presented in the book they are reading or studying at the moment.





PETAL Sentence Starters

1. POINT

Throughout the text/novel/play/poem/extract...
 The character of _____ is seen as...
 _____ is presented as...
 The theme of... is shown by...
 The writer creates a sense of...
 ...creates/develops/increases the sense that...
 The writer presents _____ as...
 The plot in this extract/section is focused on...
 The writer develops the character/setting/theme by...
 ...appears / seems...

SIMILAR ideas

Furthermore...
 In addition...
 Similarly...
 Likewise...
 This is supported by...
 Moreover...

DIFFERENT ideas

In contrast...
 On the other hand...
 Alternatively...
 Despite this...
 Although...
 However...

EXPLORING ideas

Perhaps
 Maybe
 Could
 Might
 Possibly

2. EVIDENCE

This can be seen in the words...
 The sentence _____ suggests this.
 An example of this is...
 The writer shows this in the words...
 For example...
 A clear example of this is...

3. TECHNIQUE

The effective use of _____ shows that...
 The author uses adjectives/verbs/adverbs to create the idea/sense that...
 The repeated use of _____ suggests that...
 The idea that... is supported by the writer's use of...
 The use of _____ sentences suggests...
 The paragraphs here are short/long which shows...

ADVERBS

Clearly
 Obviously
 Mainly
 Alternatively

4. ANALYSIS

The use of... is used to shock/amaze/draw in the reader.
 This demonstrates/suggests that...
 ...involves the reader in the text by...
 ...suggests to the reader a feeling/sense of...
 ...has a connotation of... which makes the reader...
 The impact of this on the reader is...
 The writer's intention was to...
 This is significant because it suggests...
 This persuades the reader to feel/believe/...
 ...shows the reader that...
 It is clear from this that...

Analysing plot / structure phrases

At the beginning...
 We are introduced to...
 This links to...
 Previously...
 Further on...
 Later/earlier on...
 It concludes by...

Audience effect phrases

...makes us:
 feel...
 see...
 imagine...
 believe...
 fear...
 think that...
 emphasise...

5. LINK

From this, we can understand that...
 This makes the reader think of...
 This is relevant because at the time...
 The reader is reminded of...
 The writer has used this to suggest...
 This has had a significant impact on people / the world because...

COMMENT WORDS

Shows	Reveals
Suggests	Presents
Implies	Demonstrates
Indicates	Reflects
Confirms	Portrays
Highlights	

SUMMARISING

The whole text...
 Overall...
 The text covers...
 To sum up...
 All in all...



YEAR 11 Geography

Overview of Topics

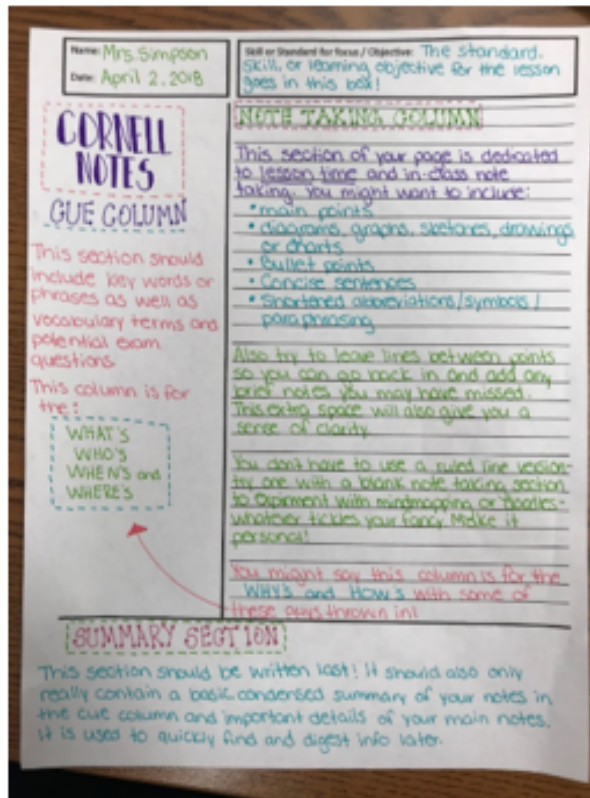
How to Recall/Revise?

Challenges in the Physical Environment

1. Physical Landscapes in the UK
2. Coastal Landscapes in the UK
3. River Landscapes in the UK

Challenges in the Human Environment

4. The Changing Economic World
5. The Challenge of Resource Management



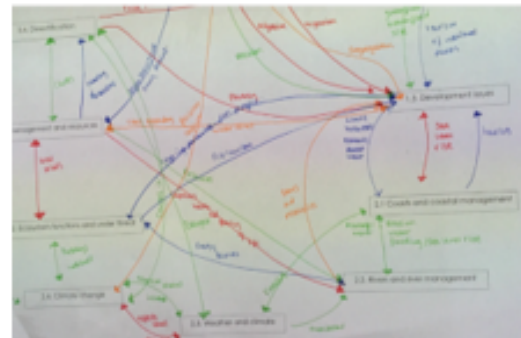
"...it's not just learning that's important. It's learning what to do with what you learn and learning why you learn things that matters."

Norton Juster

1. Synoptic Linking

This a great way to link all the topics. Start with one topic such as 'urbanization' – how many topics can you link to urbanization:

Resource management? Coast? Deforestation? Climate Change? More?



2. Cornell Notes

This note taking method will help you become more organized and creative with your revision. Break your book or paper into sections. Sections can include things like keywords, key ideas, key questions, diagrams, theories, graphs, information, cues, connections (to other topics and subjects) and most important, a three-point summary of what you learned. Condense your notes down and recall as much information as you can.

3. **Flash Cards** (you can purchase AQA GCSE Geography flash cards on their website) or you can create your own.
4. **Venn Diagrams** most topics in geography cover political, social, economic, environmental, and technological impacts and causes. You can create Venn diagram to show these for different case studies and topics.

5. Exam Practice Questions

6. Case Study Facts Files

7. Interrogation of ideas/topics.

Ask your child to make up a statement about a topic they are studying. Then generate an explanation of why something is true or not.

For example: "Only rich countries are developed" – your child can then make a list of reasons of why this is not the case.

Overview of topics:

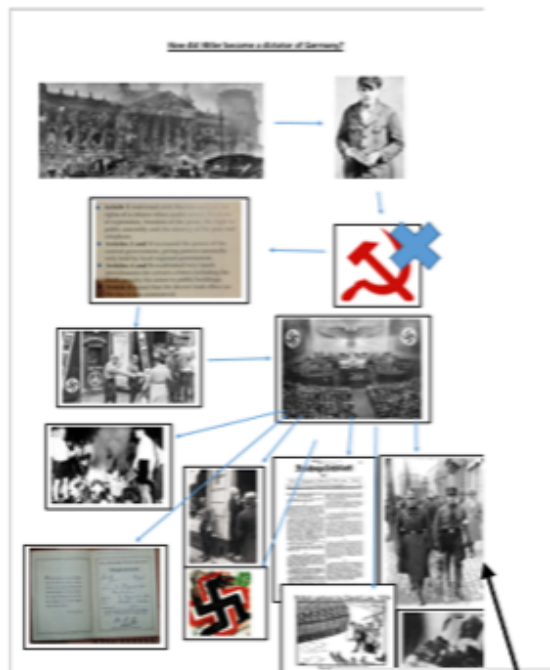
Crime and Punishment 1250- modern day

The Elizabethans 1580-1603

The Tower of London – Local History site

Life in Nazi Germany 1933-1939

The Making of America 1789-1900



How did Hitler become a dictator of Germany?

1. Read the article about Hitler's rise to power in Germany in 1933. It tells how Hitler was able to become a dictator of Germany in 1933. It also tells how Hitler became a dictator of Germany in 1933. It also tells how Hitler became a dictator of Germany in 1933.

2. Study Sources B and C. How useful are Sources B and C for an enquiry (an investigation) into the way in which Hitler came to power? (If I wanted to know more about how Hitler came to power, how useful are Sources B and C?)

3. Now repeat these steps for Source D. You don't have to compare the sources.

How to re-call knowledge and skills from these exams?

1. Timeline key events. This is particularly useful for Crime and Punishment. Highlight key factors affecting change and continuity as you progress throughout time. This will help you identify key changes and factors affecting change you will need to answer for an 18 mark question.
2. Spider diagram/ mind map – this will help you organise your ideas into sections based on units in the exams. All exams are broken into various units and it is useful to mind map each unit separately picking on key terms and words to branch off each part.
3. Use GCSE Bitesize- they have some great quizzes and chunked knowledge
<https://www.bbc.co.uk/bitesize/topics/zchx2p3> - Nazi
<https://www.bbc.co.uk/bitesize/topics/zwynhv4> - Elizabeth I
4. Practice answering past question. Either bullet point the knowledge under each question you would use for these. This is better for the Making of America and Crime and Punishment exam, as it is knowledge based. It is also very useful for the Tower of London that is knowledge based. But for Nazi Germany and The Elizabethans spend time analyzing sources and spider diagramming around the sources what it shows.
5. Answer past questions and hand them in to be marked – practice is the best way of improving!
6. SENECA learning and GCSE Pod have some great resources.
7. Flow chart – for unit 1 of the Nazi's flow chart Hitler's Rise to Power – it effectively shows what leads to what.
8. Knowledge organisers for each unit split into enquiry questions of the course and lessons.
9. Make yourself scaffolded source analysis sheet to really focus on how you analyse sources.
10. Flash Cards - Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others. Post its can be also useful for key words and timelines

How do we Revise for History?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Whilst these methods may feel like you are revising, there are many better methods to help you revise.

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines

How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



Causation

Create for the causes of events or progress



Judgments

Create an agree or disagree argument against a quote



Narrative

Create to show a narrative of events in order



Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

How to use in history

Spaced

Test on old and new topics mixed up

Knowledge Organisers

Use to create 'must know' quizzes for a topic

Factors/Causes/Consequences

To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

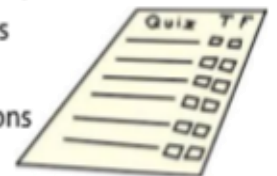
Examples

'Give two examples of.....'

Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



Transform It

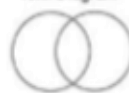
Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

How to use in history

1. **Causation** – Create a visual flow diagram of the chronological events in a time period e.g. American West
2. **Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
3. **Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes

Venn Diagram



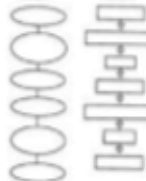
Sequential Thinking Model



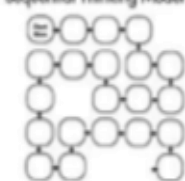
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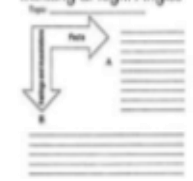
Chain



Sequential Thinking Model



Thinking of Right Angles



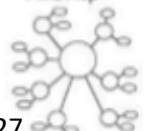
Spider Map



Web



Mind Map



YEAR 11 MATHS

Equipment Required:

- 1) Scientific Calculator
- 2) Ruler
- 3) Protractor
- 4) Compass
- 5) Pencil and Pen

Useful Websites for Revision:

- 1) Vle.mathswatch.co.uk
- 2) Mymaths.co.uk
- 3) Corbettmaths.com
- 4) Mathsgenie.co.uk
- 5) GCSEPod.com

How to use the revision guide:

Maths is different from other subjects where the best way to succeed is not by memorizing but practicing the content! A revision guide is a good starting point to understanding how to work out the questions or reviewing equations. Most revision guides contain practice questions for each topic. Complete these as you complete the topics. Questions you get wrong should be highlighted so you can go back and try them at another time, without reviewing the topic first.

At the back of revision guides, they usually contain practice papers. Try completing these in exam conditions (no distractions, allotted time, no help from books or websites). Self-mark these and use the questions you have gotten wrong as areas you need to schedule into your revision time.

Consistency is Key!

Maths is a subject that requires repetition and independent practice! The best way to boost skills is to build into your child's routine by practicing Maths for a minimum of 15 minutes every other day. It is more useful to practice in shorter intervals. If you have allotted an hour or more to revision with maths, make sure to work hard for 25 minutes, then take a five-minute break (no more) and repeat! You can use questions from class or Corbettmaths have 5-a-day levelled questions with solutions for every day of the year! What is great about Corbettmaths 5-a-day is the topics each day are completely different and challenge your recall of all areas in maths. If you complete these daily or on alternating days, over the course of a month it will give you a good idea of content areas you need additional support in.

Make the most of a video!

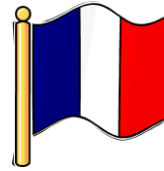
Tip! Instead of just watching videos, pause at the question and see if your child can solve it, then ask your child to watch the solution and correct the work! This will allow your child to note mistakes made and practice!

Can I teach someone else?

One of the best ways to revise a topic is to be able to teach someone else the content. If you can teach it well, you fully understand the content! Ask your child to take a practice question from class or online and see if he/she can verbally explain to you each step of solving! Even better, see if you can solve the question after!



French



What?

Y11 program – 2 units and revisions before exams

- **Life at school / Education post 16:** to be able to talk about my current studies and to describe my school and its rules. To be able to talk about my future education projects, using the future and conditional tenses.
- **Jobs, career choices and ambitions:** to be able to talk about my future career ambition and to describe my personal strengths and weaknesses in the world of work. To be able to talk about my past work experience using the past tense.
- **Revision time:** After the Christmas break, all the topics would have been covered and students have some time to prepare for the exams. All the topics will be revisited, and students can practise the different skills by doing past papers.
- **Revision time:** Students will enjoy some more time to revise all the topics and practise the different skills by doing past papers. They can also practise their speaking with the teacher.
- **Revision and exams:** MFL exams usually take place mid-May through to early June. Students have been more time to revise and then will dedicate the rest of their time to their other subjects.

BONNE CHANCE



How?

1. Using **“cover-write-check”**. Ask your child to make a list of words to revise in French and English. Then ask your child to use an A4 plain paper to cover the French section and write the words from memory.
2. Checking **a paragraph** that your child wrote in lessons. Ask your child to close his/her book and write about the same topic from memory. Then compare both paragraphs.
3. Asking your child to create **Flashcards** for all the Key words, either on paper or through the app **Quizlet**, write the French on one side and the English on the other side, they can also be colour-coded. You can then test your child on all the key vocabulary.
4. Asking your child to create a **mindmap** of all the categories of key words (adverbs, adjectives, verbs, complex structures...) from memory, once s/he has finished, ask them to compare with their notes and add to it in another colour. You can test your child on the ones that s/he forgot while designing the mind map.
5. Using the **Brain dump** strategy, take a piece of paper and ask your child to write down all the key vocabulary that s/he knows for a particular unit. Then they can compare with their notes and add to it in another colour.
6. Using **the website BBC Bitesize French** website in order to complement learning and allow your child to test themselves through extra Reading and Listening practice.
7. Using the **Duolingo app**. Only 10 minutes per day can make a big difference. The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills. Plus, they have added a story mode to help with reading and listening.
8. Using the **Seneca app**, you can revise the vocabulary and the key structures of all the different topic seen during lessons. It is also an excellent source of additional vocabulary and phrases.





What?

Y11 program – 2 units and revisions before exams

- **Life at school / Education post 16:** to be able to talk about my current studies and to describe my school and its rules. To be able to talk about my future education projects, using the future and conditional tenses.
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- **Revision time:** After the Christmas break, all the topics would have been covered and students have some time to prepare for the exams. All the topics will be revisited, and students can practise the different skills by doing past papers.
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- **Revision and exams:** MFL exams usually take place mid-May through to early June. Students have been more time to revise and then will dedicate the rest of their time to their other subjects.



How?

10. Using "**cover-write-check**". Ask your child to make a list of words to revise in Spanish and English. Then ask your child to use an A4 plain paper to cover the Spanish section and write the words from memory.
11. Checking **a paragraph** that your child wrote in lessons. Ask your child to close his/her book and write about the same topic from memory. Then compare both paragraphs.
12. Asking your child to create **Flashcards** for all the Key words, either on paper or through the app **Quizlet**, write the Spanish on one side and the English on the other side, they can also be colour-coded. You can then test your child on all the key vocabulary.
13. Asking your child to create a **mindmap** of all the categories of key words (adverbs, adjectives, verbs, complex structures...) from memory, once s/he has finished, ask them to compare with their notes and add to it in another colour. You can test your child on the ones that s/he forgot while designing the mind map.
14. Using the **Brain dump** strategy, take a piece of paper and ask your child to write down all the key vocabulary that s/he knows for a particular unit. Then they can compare with their notes and add to it in another colour.
15. Using **the website BBC Bitesize Spanish** website in order to complement learning and allow your child to test themselves through extra Reading and Listening practice.
16. Using the **Duolingo app**. Only 10 minutes per day can make a big difference. The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills. Plus, they have added a story mode to help with reading and listening.
17. Using the **Seneca app**, you can revise the vocabulary and the key structures of all the different topic seen during lessons. It is also an excellent source of additional vocabulary and phrases.



Year 11 DRAMA



Topics to be Covered	How to Recall/Revise
<div data-bbox="172 544 437 752" data-label="Image"></div> <p data-bbox="456 551 762 636">Unit 1: DEVISING THEATRE</p> <ul data-bbox="159 680 778 904" style="list-style-type: none"> • Create and develop a devised piece from a stimulus (teacher to provide). • Performance of this devised piece. • Analyse and evaluate the devising process and performance. <p data-bbox="113 947 663 1070">Component 2: PERFORMANCE FROM TEXT – Free Choice of texts</p> <div data-bbox="563 1059 730 1227" data-label="Image"></div> <ul data-bbox="159 1137 772 1435" style="list-style-type: none"> • Students will either perform in and/or design for two key extracts from a performance text. • Centre choice of performance text. • Key Skills learnt such as line learning, slow motion, naturalistic and symbolism in theatre. <p data-bbox="113 1507 453 1653">Component 3: THEATRE MAKERS IN PRACTICE</p> <div data-bbox="587 1424 759 1697" data-label="Image"></div> <ul data-bbox="159 1697 762 1966" style="list-style-type: none"> • Answering questions on the play DNA by Dennis Kelly • Students to answer questions from the point of view of an actor, a director and a designer • This recall challenge will focus on the designer role 	<p data-bbox="810 544 1102 584">Practitioner Recall:</p> <div data-bbox="1174 517 1473 734" data-label="Diagram"></div> <ul data-bbox="858 622 1422 1099" style="list-style-type: none"> - Take one of the scenes that you have been working on and apply the methods of three different devising theatre companies/practitioners, that we referenced in our lessons. Create a mind map around each practitioner, recalling the techniques of each and applying it to the scene! - Frantic Assembly, Stanislavski, Brecht <p data-bbox="810 1137 1209 1178">Monologue Explosion!</p> <p data-bbox="810 1223 1449 1335">Go onto you tube and type 'famous movie monologues' into the search bar. Then watch any monologue from the many that come up.</p> <ul data-bbox="858 1373 1473 1630" style="list-style-type: none"> - Physically – Recall x3 physical keywords to evaluate performance - Vocally - Recall x3 vocal keywords to evaluate performance - Movement – Recall x3 spacial/movement keywords to evaluate performance <p data-bbox="810 1671 1142 1711">Lighting Specialist</p> <div data-bbox="1166 1664 1477 1883" data-label="Diagram"></div> <p data-bbox="810 1753 1134 1883">Remember a key scene from the play DNA, and recall:</p> <ul data-bbox="858 1928 1477 2145" style="list-style-type: none"> • As many key lighting terms you can think of, • how you would use them and • what affect would the light have on the overall scene.



Year 11 GCSE MUSIC

Topics to be Covered

How to Recall/Revise

Unit 1: UNDERSTANDING MUSIC:

- AoS1 – Western Classical Tradition 1650-1910 -Clarinet Concerto – Mozart (Study Piece)
- AoS2 –Popular Music - Little Shop of Horrors (Study Piece)
- AoS3 – Traditional Music
- AoS4 – Western Classical Tradition since 1910 (Long Questions – Study Pieces)



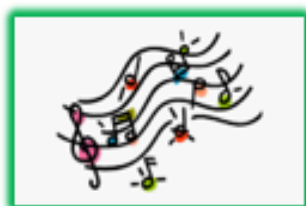
Unit 2: PERFORMING MUSIC:

- Solo Performance
- Collecting a repertoire of music in a folder.
- Practicing and producing your own sound in an individual practice room
- Singing in front of peers and being peer assessed.



Unit 3: COMPOSING MUSIC:

- Working on two compositions:
Free Composition
Composition to a Brief
- Learning how to write music using melody rhythm and structure.
- Treble and Bass Clef Notes
- Chord Boxes
- Tonic Solfa



Listening Challenges:



- Put on a song on the radio/YouTube and type in the genres from each AoS the more genres you listen to the easier the questions will be.
- I have emailed a list of songs your child can listen to and answer these questions:
- Dynamics, Tempo. Time signature, Instrumentation, Key Features of the Genre.
- Revision notes on Study pieces from AoS1 and AoS2.

Self-Assessment:

- Get your child to assess their performance. They will have the marking criteria and they need to use it and assess their own performance skills. This will help improve their performance skills and analytical skills.

Band Lab:

- This is a free website for creating your own music.
- You can create your own free account and start creating your own sound.
- This is a very useful tool to help with the composition component of the course.

<https://www.bandlab.com/>





Year 11 Sports Studies Unit RO51: Contemporary Issues in Sport

What?

Recall from your year 11 lessons

1. The issues which affect participation in sport
2. The role of sport in promoting values
3. The importance of hosting major sporting events
4. Know the role of the National governing bodies in sport



How?

1. What are the different user groups that might participate in sport? What are the barriers that might affect participation and what are the solutions to these barriers?



2. **Brain dump** on a piece of paper all the key vocabulary related to the role of sport in promoting values. (e.g., *team spirit, fair play, sportsmanship*)
3. **Bullet point and design a speech** Highlighting the importance of hosting a major sporting event. Have a debate about the pros and cons of holding the Olympic games in London again?
4. What do the National governing bodies of sport do? Using the following words write a paragraph about each area.

- Promotion
- Development
- Infrastructure
- Politics
- Funding
- Support





Year 11 Sports Studies Unit RO52: Developing Sports Skills

What?

Recall from your year 11 lessons

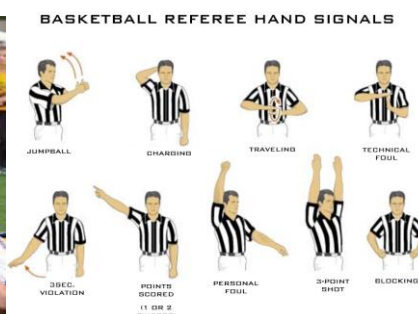
5. The ability to use skills, techniques, and tactics/strategies/compositional ideas as an *individual* performer
6. Be able to use skills as a *team* performer
7. Be able to officiate a sporting activity
8. Know and apply practice methods to support improvements in performance

How?

1. Pick one skill from your favorite sport. How do you complete that skill? What are 5 coaching points for that skill?



2. **Brain storm** the key rules in a sport of your choice. Include **KEY WORDS** that are used in this sport.



3. Design 3 **flashcards**. Each flashcard should have a skill you feel you could improve on one side. On the opposite side:

- The Practice method would you use for them (*whole, variable, fixed*)
- The type of skill? (*simple, complex, open, closed*)
- The ways to improve that skill? (*practices and aids you could use*)

YEAR 11

What?

Half-term 1 Relationships and Families in the 21st Century unit 1-4

To understand Marriage; Sexual Relationships; Importance and Purpose of the Family; and Local Parish Support for the Family; Family Planning and Regulation of Birth; Divorce, Annulment and Remarriage; Equality of Men and Women in the Family; and Catholic Teachings about Gender Prejudice and Discrimination

Half-term 2- Arguments for the Existence of God

To Understand Revelation as Proof, Visions, Miracles and Religious Experiences; The Design Argument, The Cosmological Arguments, The problem of Evil and Christian Solutions to the Problem of evil and Suffering

December mocks Paper 1 Catholic Christianity

Half-term 3 - Revision and preparing for March Mocks

Preparing for Paper 3 - Arguments for the existence of God mock

Half-term 4 -

Revision of all 3 papers

- Paper 1: Catholic Christianity
- Paper 2: Judaism
- Paper 3: Philosophy and Ethics

Half-term 5 - Preparing for GCSE

Revision of all 3 papers

- Paper 1: Catholic Christianity
- Paper 2: Judaism
- Paper 3: Philosophy and Ethics

GCSE Exam

How?

Revision grid. Ask your child to complete the grid from memory. Then, your child can use the exercise book to check and expand the answers, identifying areas that need more revision.

Keywords– You can test your child on keywords. A list of 10 words and definitions and Source of wisdom and authority is given to them every half term. This is either printed or attached on show my homework.

Research. Ask your son or daughter to research the keywords to gain more information about the topic. This will help them understand the keywords in depth.

Flashcards. Ask your child to create flashcards on the different scriptures. Have a symbol on one side that represents what the scripture on the other side is.

Work booklet. Students will have a section in the booklet to reflect on the learning they have done on particular topics.

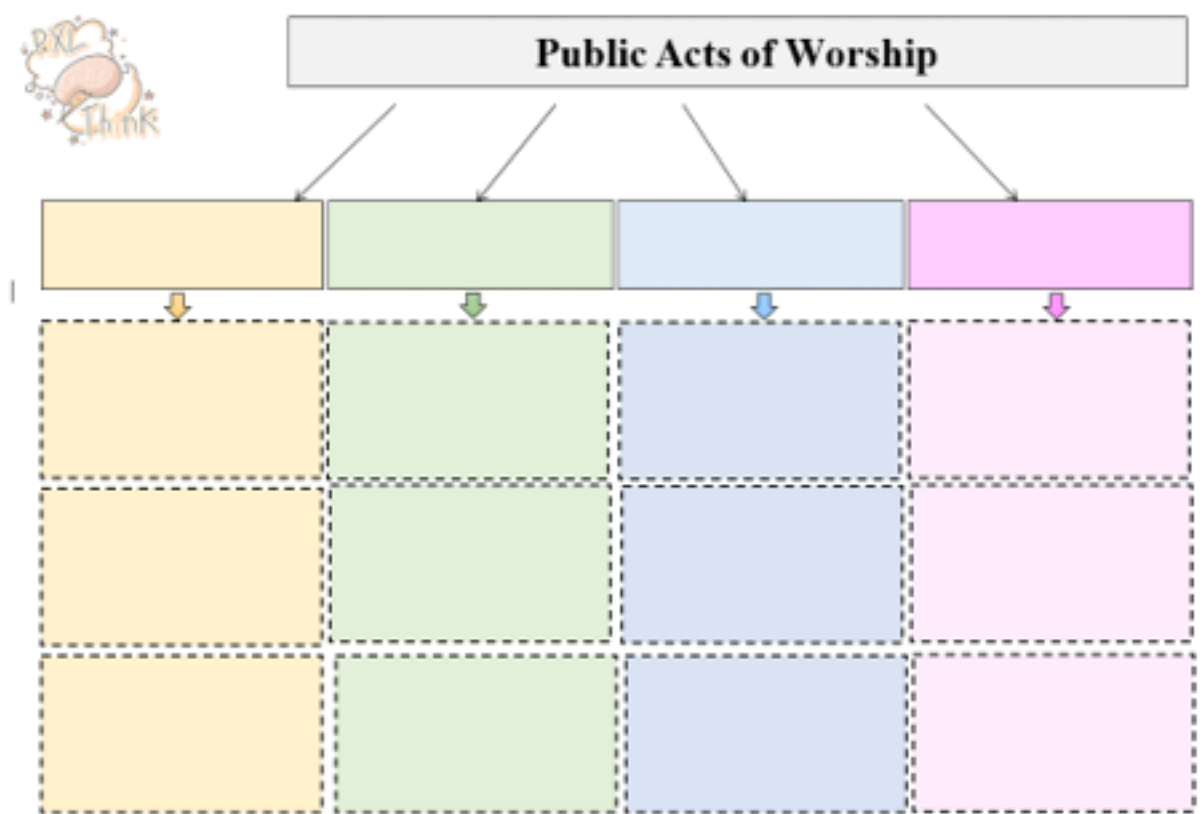
Accounts. Kerboodle, GCSE Pods and Seneca learning.

Transform it - REduce it!

Task: choose four headings (things you have learnt today or in the past) and write them in the top four boxes.

Reduce the information relating to that topic into the four boxes below (This means you need four pieces of information).

Try to keep the details brief - you want to be able to recall this information effectively.



Challenge - can you reduce the number of times you look through your book to recall the information?

Stretch - Create an exam style question for each of the topics you have recalled

Topic Name	Keywords and Meanings	Catholic view	Other Christian view	Source of Wisdom and Authority

For the existence of God - **Can be done with any Source of Wisdom and Authority**

What does this quote mean to you?

S&C - How would you use this quote to convince an atheist that god is a designer?

Remember that you have made me like clay;
and will you return me to the dust? You
clothed me with skin and flesh, and knit me
together with bones and sinews.

Job 10:11

From what you have learnt this lesson, how can you use this quote in an argument?

What would the Atheist view be in regards to this quote?

Name of Topic: _____

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – three things I did not know.

Box 2 – three things I understand better now.

Box 3 – three things I already knew.

Last Lesson

Key facts:

Last Week

Key facts:

Last Year

Key facts:

One topic to revise next:

What?

Development of skills within Food and Nutrition

Food, Nutrition and Health:



- Students will continue to develop their practical skills by completing their controlled assessment based on theme provided by the examination board (WJEC).



- Students will use a number of revision techniques in order to focus upon examination technique to build confidence within the exam.



- Students will independently develop, plan and prepare their own recipes.

- Students will increase understanding of food safety

- Student will continue to increase knowledge and understanding of nutritional values in food and increase understanding of food choices, focusing on diet and good health.

- Students will develop recipes based on different dietary requirements

- Student will learn and develop their presentation skills

- Students will continue to further develop their mathematics and numeracy skills

- Students will continue to gain understanding on food provenance

How?

- Encourage student to help when cooking at home and practice recipes at home and develop their practical skills by adapting the recipes they have learnt during practical lessons



- Use <https://www.fightbac.org/> and <http://www.dtonline.org/apps/infopage/app.exe?3&4&1&0&1&0> Then write down all information you can recall on these topics

- Encourage students to follow a healthy diet <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Students to use GCSEPod and SENeca to gain understanding on theory being covered and complete questions/quiz based on studied topic.



- Students to use <https://teachvegan.org.uk/>, <https://www.foodafactoflife.org.uk/> and <http://www.food4life.org.uk/> in order familiarise themselves with different diet requirements

- Encourage students to watch cooking shows in order to gain more understanding on food presentation



Encourage students to follow written recipes as well as writing their own using appropriate vocabularies in order to develop their literacy skills

<https://www.bbcgoodfood.com/recipes/collection/healthy>

- Encourage students to double or half the recipe to develop their numeracy skills





What?

Development of skills within Food and Nutrition

Food, Nutrition and Health:



- Students will increase their practical skills through independent learning.
- Students will independently develop recipes where students are required to provide their ingredients
- Students will complete scientific food based investigations which is counts towards their final grade.
- Students will increase understanding of food safety
- Student will continue to increase knowledge and understanding of nutritional values in food and increase understanding of food choices, focusing on diet and good health.
- From knowledge gained in lessons students will complete further independent researching using relevant websites
- Students to understand different dietary requirements
- Students will continue to further develop their mathematics and numeracy skills
- Students will gain understanding on food provenance
- Students will gain further understanding of food preparation and nutrition through theory

BBC Bitesize



How?

1. Encourage student to help when cooking at home and practice recipes at home and develop their practical skills by adapting the recipes they have learnt during practical lessons
2. Encourage students to follow written recipes as well as writing their own using appropriate vocabularies in order to develop their literacy skills
<https://www.bbcgoodfood.com/recipes/collection/healthy>
3. Use <https://www.fightbac.org/> and <http://www.dtonline.org/apps/infopage/app.exe?3&4&1&0&1&0> Then write down all information you can recall on these topics
4. Encourage students to follow a healthy diet
<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
5. Students to use GCSEPod and SENECA to gain understanding on theory being covered and complete questions/quiz based on studied topic.
6. Students to use in order to familiarise themselves as well as keeping their knowledge up to date
7. Students to use <https://teachvegan.org.uk/> , <https://www.foodafactoflife.org.uk/> and <http://www.food4life.org.uk/> in order familiarise themselves with different diet requirements

goodfood

gcsepod
Education on Demand

SENECA

food4life

teachvegan

1. Encourage students to double or half the recipe to develop their numeracy skills

7. Useful websites

For all subjects:

- <https://www.bbc.co.uk/bitesize>
- <https://www.senecalearning.com/>
- <https://quizlet.com/en-gb>
- <https://gcsepod.com>

Wellbeing:

- <https://headspace.com>
- <https://www.studentminds.org.uk/>
- <https://www.downdogapp.com/schools>

Specific websites:

English

- www.readtheory.org

Maths

- <https://Vle.mathswatch.co.uk>
- <https://Mymaths.co.uk>
- <https://Corbettmaths.com>
- <https://Mathsgenie.co.uk>

History:

- <https://www.bbc.co.uk/bitesize/topics/zchx2p3> - Nazi
- <https://www.bbc.co.uk/bitesize/topics/zwynhv4> - Elizabeth I

Languages

- <https://www.duolingo.com/>
- <https://www.languagesonline.org.uk/>

Technology

- <http://www.mr-dt.com/materials/plastics.htm>

A retrieval practice guide for parents

Year 11

**“Practice does not make perfect. Perfect
practice makes perfect”**

Vince Lombardi

