

KS3 Study Skills Evening

Thursday 8th January



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Overview of tonight

- Mid-year assessments
- Revision lists and materials
- Basic study skill habits
- Educake competition

Breakout Rooms – Supporting your child with their learning at home

- Room 1 – Educake
- Room 2 – Memory retention
- Room 3 - Quizzing

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do."
— **Pelé**



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- Monday 12th January – Friday 23rd January
- All subjects
- Timetable for all year groups
- Checkpoint for students and teachers – how can we best support your child!



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Mid-year assessments for Years 7-10 will be taking place in lessons for two weeks, from Monday 12th January – Friday 23rd January. Students will be completing tests in all their school subjects, and results will be shared with students and parents once all have been marked and centrally collated.

Timetables for all year groups have been made, which can be found on the following slides as well as the school website, so students will know exactly what assessments they have on each day. Their year timetable can also be found in their form room, and tutors will be reminding students daily.

These assessments aren't like 'mock exams' for Year 11 but are a checkpoint in your child's secondary education for both yourselves and us to review how well they are doing, and if any further challenge or support is required to ensure they achieve their full potential by the end of Year 11.

Year 7					
Week A	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
A Band	Spanish	Geography	Science		English
B Band	Geography		Science	Spanish	English
C Band	Geography			English	Science/ History
P Band			Science	English/ Spanish	Geography
Week B	19-Jan	20-Jan	21-Jan	22-Jan	23-Jan
A Band	History	Maths		English	
B Band		Maths/ History		English	
C Band		Maths	English	Spanish	
P Band	History	Maths	English		
Week A - Computing and Drama Week B - Music, Create and RE					

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Year 7

Some subjects are only taught once a week or fortnight. If they are taught once a week, you will see which week they are in at the bottom of the table. Subjects taught once a fortnight will assess in that one lesson over the two weeks.

Year 8					
Week A	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
A Band		English/ Geography	Maths	History	
B Band		English	Maths	History	
C Band		English	Geography	Maths	
P Band		English		Maths	Geography
Week B	19-Jan	20-Jan	21-Jan	22-Jan	23-Jan
A Band	English		Science		French
B Band	English	Geography	Science		French
C Band	English	Science/ History	French		
P Band	English	French	Science		History
Week A - Music, Drama and RE Week B - Computing and Create					

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Year 8

Some subjects are only taught once a week or fortnight. If they are taught once a week, you will see which week they are in at the bottom of the table. Subjects taught once a fortnight will assess in that one lesson over the two weeks.

Year 9

Mid-year assessments

Week A	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan
A Band	English	Maths			
B Band	Maths	English	History	Science	
C Band	Maths	English			Science
P Band	Maths	English			Science
Week B	19-Jan	20-Jan	21-Jan	22-Jan	23-Jan
A Band	Science	English	History	Geography	
B Band		English	Geography (b1/b2)		Geography (b3)
C Band		English	Geography		History
P Band		English	Geography		History/ French
French	F1, F3	F2		F4, F5	
Spanish	S5	S1, S2	S3, S4		
Week A - Create, RE and Computing Week B - Drama and Music					

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Year 9

Some subjects are only taught once a week or fortnight. If they are taught once a week, you will see which week they are in at the bottom of the table. Subjects taught once a fortnight will assess in that one lesson over the two weeks.

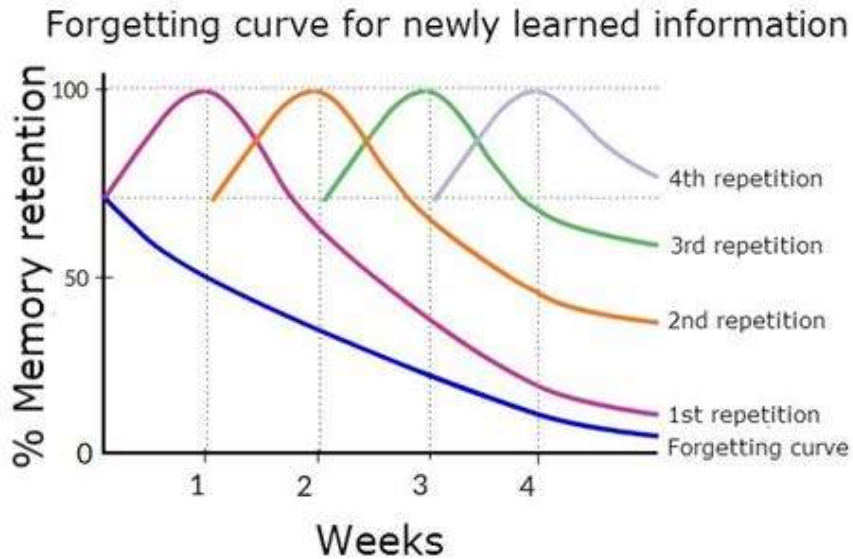
- Handed out to students in lessons
- WEDUC (The Shuttleworth App) – additional materials
- School website – Examinations page

Mid-year Assessments for Year 7 -10

[Year 7 Revision Lists](#)
[Year 8 Revision Lists](#)
[Year 9 Revision Lists](#)
[Year 10 Revision Lists](#)
[Mid-Year Assessments Schedule](#)

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Revision lists have been handed out to students in lessons, and it is emphasised that homework being set over the last few weeks, including before the holidays, has been revision around the content of the mid-year assessments. These revision lists are also available on the Shuttleworth App (WEDUC), and on the **examinations** page on the website, so can be referred to throughout the assessment window.



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When we learn anything, even things like riding a bike, we cannot learn something once and then remember it several years later. For something to be committed to our long-term memory, we have to review the skill or knowledge on multiple occasions, until our brain fully remembers it. Every time someone reviews the information, it will take longer and longer every time for a person to next forget it, and they can more easily remember it.



Own study space

Sleep



Hydration

Interests & hobbies



Fresh air



Remove distractions

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We want our students to be as successful as possible, and why a lot of this presentation is about the best ways to study, it is important that we prioritise our mental health. In order for students to study effectively, we would like to highlight the importance of the following:

1. Own study space – we appreciate homes can be a hive of activity, with people coming and going, and siblings playing in the background, but it is important that your child can have somewhere in the house where they can sit and concentrate away from the business. This may be in your kitchen, dining room, or even their bedroom, but please discuss and agree where this space is for them.
2. Sleep – getting back into a school routine after the holidays can be challenging, but a good amount of sleep is encouraged to ensure our brains are functioning at their best. Removing distractions at bedtime and having some time away from a screen before sleep can help to improve this routine.
3. Hydration – water (not fizzy drinks) is always encouraged in school, as it helps to keep your brain refreshed and not tire too quickly.
4. Fresh air – again, enjoying the fresh air is not only good for your physical health, but your mental health too.
5. Remove distractions – phones and social media can have plenty of positives, and we use phones for lots of our homework, but there may be times where it needs to be put away if your child is struggling to concentrate on their work. Have set times where they know if they finish / work for a set time then they can have their phone

back to chat to friends, etc. as a break.

6. Interest & hobbies – assessment windows can become stressful, but it is important that students spend time doing what they enjoy or attending their weekly club. Support to help them plan their week with homework and their interests can help maintain their focus.

YEARS 7 - 10
HOMEWORK
COMPETITION

SHUTTLEWORTH COLLEGE

SHUTTLEWORTH COLLEGE

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Launching on Monday 12th January we have an exciting competition, exclusive to the students in Years 7-10 at Shuttleworth, in partnership with Educake.



A parent's welcome to our
Shuttleworth Educake
Competition!



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- Starts **Monday 12th January**
- Ends Friday 20th March
- In addition to homework – teacher assigned questions don't count!
- More than 10 self-set questions per week
- A chance to be entered EVERY WEEK
- Weekly prizes as well as overall winners
- Effort and engagement awarded, not all about 100% success

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Educake Competition

[Contact Us](#)
[Award School](#)
[William Allen](#)
[My account](#)
[Log out](#)

My Educake

Revision wizard >

View feedback from your teachers

Your Upcoming Quizzes

View all your quizzes

Study and Quiz Yourself

KS3

GCSE

Subject	Quiz name	Assigned by	Due
Geography	Weather and climate (16 Qs)	Mrs Green	3 months ago
Computer Science	Ethical issues (15 Qs)	Mrs Jones	1 month ago
English	Themes: Science & Curiosity (Jekyll & Hyde) (10 Qs)	Mrs Jones	29 days ago

GCSE Science – AQA	54%	
Biology	57%	
Chemistry	50%	
Physics	53%	
Maths for Science	50%	
Working Scientifically	60%	
GCSE Science – Edexcel	54%	

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To complete the minimum 10 self-set questions required each week to be entered into the competition, students are to click on either the “Revision wizard” or “Study and Quiz Yourself” buttons when logged in to Educake.

Students can access most subjects they study on Educake during the competition period, which can help them with their revision.

Prizes

Educake Competition

1st Prize

Chromebook and accessories



2nd Prize

Samsung Galaxy Tablet



3rd Prize

Wireless Noise-cancelling headphones



Other prizes
fortnightly!





Ella – Year 7

Oscar – Year 9

The rest of the presentation looks into different strategies our subject leads have identified as ways to best support your child at home with their studies.



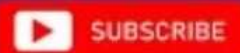
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How to make of the most out of the platform

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Educake for parents



This side shows where you can access any additional quizzes and questions.

[Contact us](#) T Test – Shuttleworth College

Study and quiz yourself

KS3	KS4
Key Stage 3 Science	0% ▶
Biology	0% ▶
Chemistry	0% ▶
Physics	0% ▶
Working Scientifically	0% ▶
Seasonal	0% ▶

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You can select the subject and topic from this list.

Key Stage 3 Science

Show only weakest topics

Topic	Qs done	%	
Expand all			Select multiple topics
Key Stage 3 Science	0	0%	Quiz >
^ Biology	0	0%	Quiz >
v Structure and Function of Living Organisms	0	0%	Quiz >
v Material Cycles and Energy	0	0%	Quiz >
v Interactions and Interdependencies	0	0%	Quiz >
v Genetics and Evolution	0	0%	Quiz >
v Chemistry	0	0%	Quiz >

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There is also a study guide that contains key information ahead of completing the quiz.

Key Stage 3 Science	0	0%	Quiz >
^ Biology	0	0%	Quiz >
^ Structure and Function of Living Organisms	0	0%	Quiz >
Cells Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope	0	0%	Quiz >
Study Guide: Cells 			

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Cells

Colours and fonts

Exit study guide

Slide 1 of 5

Previous slide

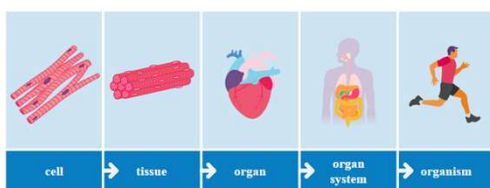
Next slide

Cells are the smallest unit of living things

☐ Show all lines

Some organisms, e.g. bacteria, are made up of only **one cell** and are called **unicellular**.

Plants and animals are **multicellular organisms** and are made up of lots of cells.



Next line

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You can select the number of questions for the quiz.

You can leave out questions you have previously got right.

Structure and Function of Living Organisms

There are 10 questions in this quiz.

Customise quiz

How many questions do you want? (Max is 100)

Leave out questions you got right recently?

☒

Yes

☐

No

Begin quiz >

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Key Stage 3 Science - Biology

Hide score

Colours and fonts

Question 1 of 10

1✓ 100%

The table shows some changes that happen during breathing. When do these changes happen?

- ☐ when breathing out ✓ ☒ when breathing in

That's right!

When we breathe out, we can feel our ribcage move downwards and inwards.

Next question >

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Key Stage 3 Science - Biology

Hide score

Colours and fonts

Question 2 of 10

1✓ 50%

Which organ allows material to be exchanged between a pregnant mother and her fetus?

Lung



The right answer is "placenta"

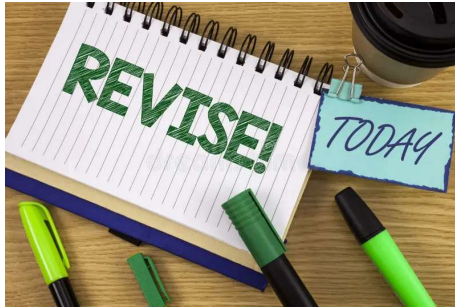
The placenta is a disc-shaped organ in the uterus that allows materials to be exchanged between a pregnant mother and her fetus.

Next question >

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There is no escaping the fact that students need to learn and remember key knowledge, regardless of subject.

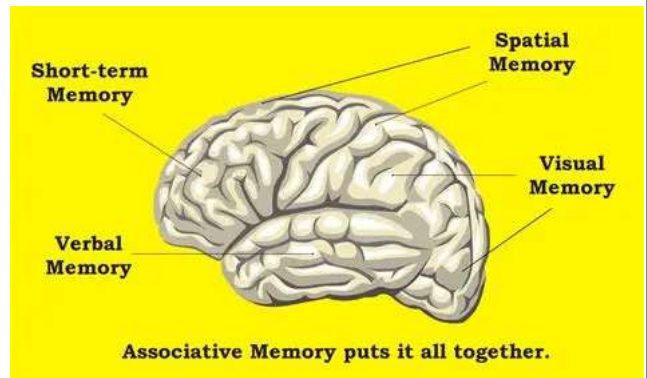
You will remember having to revise, practise and memorise facts and information at school, with rote learning sometimes being the preferred strategy (repeating information until it's memorised).

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Memory games are revision techniques that work AND you can do them at home.

Why games aid memory

- they use **active recall**
- **spaced repetition**
- **multi-sensory** engagement
- they trigger **emotional involvement** (fun, competition) which strengthens memory
- they often involve **peer interaction**, which deepens understanding



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Y7

Chipboard
Manufactured boards are man made using **veneers** or **scrap wood** and **glue** compressed together.

Softwoods come from **coniferous** trees. Coniferous trees have **needles** and are **evergreen**. They **grow quickly**.

Third angle orthographic drawings are used to show an object from every angle. They show a plan (top), front and end or side view.

Promotes responsible management of the world's forests to reduce deforestation and promote sustainability.

Hardwoods come from **deciduous** trees. Deciduous trees have **broad leaves** and **lose their leaves** in winter. They **grow slowly**.

CAD

Computer aided design (CAD) is the use of computer software to design new products in 3D.

The CAD software we will be using is called **Serif Draw Plus X5**.

#Pro

You may like to print this page and cut up the boxes in readiness for the memory game. Students are to turn over and reveal a definition and find/match with an image.

any country.

a permanent part of the material.

Softwoods come from **coniferous** trees. Coniferous trees have **needles** and are **evergreen**. They **grow quickly**.
pine, larch, spruce

Hardwoods come from **deciduous** trees. Deciduous trees have **broad leaves** and **lose their leaves** in winter. They **grow slowly**.
balsa, mahogany, oak, ash, beech

Please **bring me** oranges, apples and bananas.

Manufactured boards are man made using **veneers** or **scrap wood** and glue compressed together.

Promotes responsible management of the world's forests to reduce deforestation and promote sustainability.

CAD = Computer Aided Design

Computer aided design (CAD) is the use of computer software to design new products in 3D.

The CAD software we will be using is called **Serif Draw Plus X5**.

coping saw

tenon saw


flat file

try square





bench vice

bandfacer

Please use the knowledge organiser to check answers



Y8

	<ul style="list-style-type: none"> Contemporary British fine artist Best known for his powerful, tonal drawings and atmospheric, mixed media oil paintings of architecture - including Gothic buildings 		<p>Gothic architecture emerged from the 12th to 16th century across Europe. Common features include:</p> <ul style="list-style-type: none"> pointed arches high towers and spires stained glass flying buttresses statues:
	<p>a person who designs architecture</p>	<p>Proportion</p>	<p>The size of something in relation to something else</p>
	<p>Contemporary architecture is the architecture of the 21st century. No single style is dominant. Some designs are simplistic, use of steel, concrete, glass. Some are sculptural and conceptual.</p>	<p>Texture</p>	<p>The feel or appearance of something</p>

#Pro

You may like to print this page and cut up the boxes in readiness for the memory game. Students are to turn over and reveal a definition and find/match with an image.

Knowledge Organiser: Architecture

paper engineering	creating structures using paper manipulation techniques
architecture	the style, design and construction of buildings or other physical structures
architect	a person who designs architecture
texture (n)	the feel, appearance or consistency of a surface or substance
contrast (n)	the difference between dark and light
tone (n)	how dark or light a colour is
proportion	the size of something in relation to something else



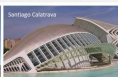
Ian Murphy

- Contemporary British fine artist
- Best known for his powerful, **tonal drawings** and **atmospheric, mixed media oil paintings** of architecture - including Gothic buildings

Gothic architecture emerged from the 12th to 16th century across Europe. Common features include:

- pointed arches**
- high towers and spires**
- ribbed vaults**: arched ceilings made of stone
- tracery**: carved stone lace in the windows and on walls
- stained glass**: richly coloured glass in the windows, often with pictures telling stories
- flying buttresses**: narrow stone walls jutting out from the building to help hold it up
- statues**: of saints, prophets and kings around the doors
- sculptures** of animals, legendary creatures and gargoyles

Contemporary architecture is the architecture of the 21st century. No single style is dominant. Some designs are **simplistic** and **modern** in appearance, focusing on the use of **steel, concrete, glass and new materials**. Some are **sculptural** and **conceptual**, and some prioritise the use of **natural and ecological materials**.



Block printing originated in East Asia. The technique existed in China as early as the 2nd century CE. Images and text were cut into blocks of wood and printed on silk, cloth.

Paul Johnson is a British artist renowned for his paper engineered artworks made with dyed paper.



Johnson's own style has bright, coloured fabric dyes added onto watercolour paper. His creations are unique in that he does not use glue. He constructs pop-up mechanisms using dovetail, joints and paper hinges. A single 'book' structure could include up to 200 individual pieces.



Richard Swasey is a British artist who creates paper sculptures inspired by the organic structures and growth patterns in nature.



juxtaposition the fact of two things being seen or placed close together with contrasting effect.

Please use the knowledge organiser to check answers

Y9

The 4 Cs (cooking, chilling, cleaning, cross-contamination) ensure foods are safe to consume

Bacteria multiplies rapidly between 5-63 degrees. This is called THE DANGER ZONE

Food allergies are an **immune system** response to a food.

microscopic single-celled organisms

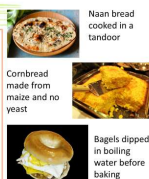
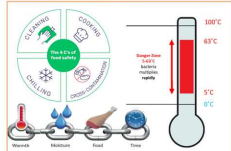
Food intolerances are a response from your **digestive system**.

Colour-coded nutritional information tells you, at a glance, if the food has high, medium or low amounts of fat, saturated fat, sugars or salt. Red means high, amber means medium and green means low.

You may like to print this page and cut up the boxes in readiness for the memory game. Students are to turn over and reveal a definition and find/match with an image.

bacteria
microscopic
single-celled
organisms

contamination
to infect by
contact or to
make impure or
unfit for use



Colour-coded nutritional information tells you, at a glance, if the food has high, medium or low amounts of fat, saturated fat, sugars or salt. Red means high, amber means medium and green means low.

Energy	Fat	Saturated	Sugars	Salt
1584kJ 377kcal	12.5g	4.7g	6.5g	2.04g
19%	18%	24%	7%	33%

For many cultures around the world, fish and other seafood are a vital food source on which livelihoods and communities are based. However, overfishing has become a global problem, with industrial fishing fleets largely responsible. As a result of their dominance on the seas, small-scale localised fishing, which is generally far more sustainable, has been sold well short of what is deserved.

**MARINE
CONSERVATION
SOCIETY**

When looking into the sustainability of our seafood choices, the Marine Conservation Society (MCS) [Good Fish Guide](#) is a great place to start. It uses a five-tiered system to rank each species from 'Best Choice' to 'Fish to Avoid', based on the species itself, its location and the fishing methods used to catch it. Rather than sticking to our longstanding favourites, try something new, especially if it comes in a hinged shell! And when it comes to fish, think about all the aspects of its sustainability: how healthy its stocks are, when you should eat it ([fish are seasonal too](#)) and the method with which it was caught.



- Some cows are reared for beef but some such as Holstein Friesian cows are reared on dairy farms to produce milk.
- Currently, 14.5 billion litres of milk each year are produced on dairy farms in the UK. Around 6.5 billion litres of these are sold for drinking.
- A dairy cow needs to give birth to a calf in order to produce milk.

Food allergies are an **immune system** response to a food.

foods: eggs, milk, fish, peanuts, other nuts, seeds, citrus, soya, strawberries, kiwi, mustard, celery, sulphur, mustard

- hives
- swelling of the face, throat and tongue
- dry, itchy throat and tongue
- difficulty breathing - wheezing and shortness of breath
- nausea and feeling bloated
- runny or blocked nose
- sore, red and itchy eyes
- death



Food intolerances are a response from your **digestive system**.

Lactose intolerance = dairy
Coeliac disease = wheat

- bloating
- diarrhoea
- vomiting
- headache
- stomach cramps

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Please use the knowledge organiser to check answers

- A **mnemonic** is a memory aid—a technique or tool that helps you remember information more easily.
- It often involves using **patterns, associations, or shortcuts.**
- **Common types include:**
- **Acronyms:** Using the first letters of words (ISPACE/TRAMPS)
- **Rhymes or phrases:** Creating a catchy sentence (e.g., “Every Good Boy Deserves Fruit” for musical notes E-G-B-D-F).
- **Visualization:** Associating information with vivid mental images.
- **Chunking:** Breaking information into smaller, manageable parts.

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Mnemonics are useful because they make information easier to **encode, store, and retrieve** from memory. Here's why they work so well:

1.Reduce Cognitive Load

Instead of memorizing raw data, mnemonics simplify it into patterns or associations that are easier for the brain to process.

2.Engage Multiple Senses

Many mnemonics use visual, auditory, or even emotional cues, which strengthen memory by activating different parts of the brain.

3.Create Meaningful Connections

Linking new information to something familiar (like a phrase or image) makes it more memorable.

4.Improve Recall Speed

Mnemonics act as mental shortcuts, so you can retrieve complex information quickly—great for exams or presentations.

5.Boost Long-Term Retention

Because they rely on association and repetition, mnemonics help store information in long-term memory rather than short-term.


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	Definitions	Examples
T	Tripling – using something three times for effect.	The neglected, starving, frozen dog needs you to donate today.
R	Repetition – using something more than once for effect.	She was lonely. Lonely and afraid.
A	Alliteration –repeating the first letter of words for effect	Abandoned on the hillside, the castle was <u>d</u> eserted and <u>d</u> ecrepit.
M	Metaphor- comparing something to something else by say it is that	The moon <u>was</u> a shimmering diamond.
P	Personification – Describing an object like it is a human/has human qualities	The moon calls me to her darkened world.
S	Simile- comparing two things using ‘like’ or ‘as’	The moon was <u>like</u> a shimmering diamond.

TRAMPS is an mnemonic we use in English to teach language techniques to students. Above is the definition for each technique in TRAMPS and an example.



To practise using TRAMPS, students can create their own examples for the above images. On the next slide is an activity for students to complete, which enables them to progressively create their own examples independently.

<div>SHUTTLEWORTH</div> <div>Learning TRAMPS (descriptive techniques)</div>			
Task 1: Test yourself! Fill in the blanks	Task 2: Finish these TRAMPS techniques	Task 3: Create your own	
<p>T: Triple Using something _____ times</p> <p>R: Rep Using something more than _____</p> <p>A: All When the _____ letter of words is repeated.</p> <p>M: Meta Saying something _____ something it isn't.</p> <p>P: Person Describing an object like it is a _____</p> <p>S: Simile Comparing two things using _____ or _____</p>	<p>Triple: Tall trees, _____, and _____ filled the forest.</p> <p>Repetition: The forest was _____, so _____;</p> <p>Alliteration: Silent sunlight streamed _____ through the slender stems.</p> <p>Metaphor: The forest was a _____.</p> <p>Personification: The trees _____ to the wind as the leaves _____ in delight.</p> <p>Simile: The sunlight fell like a _____ across the forest floor</p>	<p>T:</p> <p>R:</p> <p>A:</p> <p>M:</p> <p>P:</p> <p>S:</p>	<p>Task 4: Without looking at the TRAMPS definitions, write a descriptive paragraph on the image using a range of TRAMPS</p>

Task 1: Fill in the blanks (knowledge recall – can students give a definition for each technique?)

Task 2: Complete the blank fill example TRAMPS techniques. This is scaffolded to initially support students.

Task 3: Students choose their own image to independently write their own TRAMPS techniques.

Task 4: Without looking at the definition and examples, students draft a descriptive paragraph, using a range of TRAMPS techniques to demonstrate their understanding.

Why use songs? Some key reasons...

1. Songs create a positive atmosphere
2. Songs help to balance energy levels
4. Songs use the body
5. They allow everyone to participate
6. They can be used for group participation
8. Songs stay in the minds of young learners for a long time
9. They can help make a strong revision routine for your learners

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We use songs to remember right through junior school and they can be a great source of fun. We use them again in advertising to make sure a message is remembered (I was going to sing the pepto bismol advert here to prove that they stick in our head)

I'm not a scientist but I believe the reason for music helping us to remember is that it activates both sides of the brain at the same time.

There are lots of examples of really good revision songs online that can be really helpful. Whilst they are not for everyone the more actively you use them (sing if your comfortable) the more useful they are.

How to describe a melody

- Mostly Conjunct movement – moves between notes that are next to each other
- Mostly Disjunct movement - moves between notes that are not next to each other
- Ascending – notes are getting higher pitch (going up)
- Descending – Notes are getting lower pitch (going down)
- Stacatto – notes played sharply separated from each other
- Legatto – Connecting notes smoothly

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I had used these details to create a simple silly song that highlighted each of the concepts.

Make / Sing a song

Disjunct disjunct, conjunct and descending

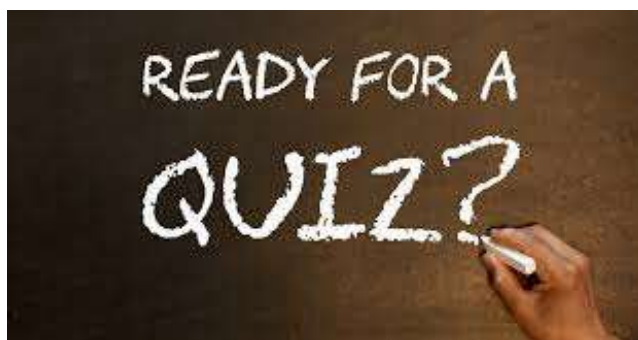
Disjunct disjunct, conjunct descending

Now staccato

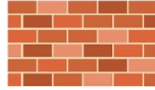
Then legato

- Mostly Conjunct movement – moves between notes that are next to each other
- Mostly Disjunct movement - moves between notes that are not next to each other
- Ascending – notes are getting higher pitch (going up)
- Descending – Notes are getting lower pitch (going down)
- Staccato – notes played sharply separated from each other
- Legatto – Connecting notes smoothly

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"What did you do at school?"



"What's something new you learned today?"

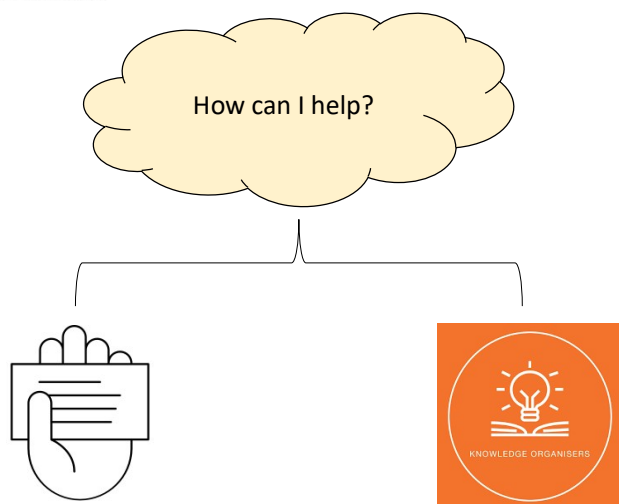
"What topic are you spending most time on at the moment?"

"What part of that subject do you feel most confident with?"

"What's something you're still not sure about?"

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Sometimes asking students about their day can feel like talking to a brick wall. Remaining curious about their day and asking open questions can help facilitate more discussion



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You can help your child prepare for their assessments by asking them subject-specific questions.

Year 7 History A/B band
Parent/carer cheat sheet

1. Knowledge recall task

Question	Answer
1. What is meant by the term chronology?	
2. How many years are in a century?	
3. Who settled in England after the Romans?	
4. Where did the Vikings settle in England?	
5. True or False: Medieval Baghdad was built in a square shape	
6. What was the Silk Road?	
7. What was traded across the Silk Road?	
8. Who controlled Anglo-Saxon society?	

2. Annotate the picture with facts about Medieval Baghdad

3. Annotate the picture with facts about Anglo-Saxon England

Year 7 History revision tasks

4. Explain why each person thought they deserved to be king in 1066.

Harold Godwinson
Earl of Wessex

William
Duke of Normandy

Harald Hardrada
King of Norway

Edgar Aetheling
Great nephew of King

Question	Answer
1. What is chronology?	When events are placed in time order <i>Try to encourage 'time order' rather than simply 'order'</i>
2. Place the following settlers in the correct chronological order. Anglo-Saxons, Celts, Vikings, Romans	Celts, Romans, Anglo-Saxons, Vikings
3. True or False: the Vikings settled in the south of England	False <i>Ask them why it is false (it was north/eastern England)</i>
4. Describe Medieval Baghdad. <i>Prompts: Where is it? Describe its size, shape, what you might find there.</i>	Capital of Iraq, it was a perfectly round city protected by a huge wall, largest city in the world at the time with over 1.5 million inhabitants, a centre of learning - with a big library called the House of Wisdom, lots of markets, central location on the Silk Road, etc.
5. What was the Silk Road?	A trade network that connected the medieval world, trade routes extended into Asia, Africa, and Europe. It allowed goods and ideas to spread far and wide.
6. What was a Caliph?	The leader of an Islamic state <i>Ask them what role this is similar to in Anglo-Saxon England - the monarch</i>
7. Why was it a problem when King Edward the Confessor died on 5 th January 1066?	He had no children - no clear and obvious heir to the throne. People may invade to take the throne.
8. Who were the four main claimants to the throne?	<ul style="list-style-type: none"> Harold Godwinson (Anglo-Saxon) Harald Hardrada (Viking) William of Normandy (Norman) Edgar Aetheling (Anglo-Saxon)
9. Who won the Battle of Hastings?	William of Normandy <i>Ask them who he defeated - Harold Godwinson</i>
10. Why did William win the Battle of Hastings?	<ul style="list-style-type: none"> Harold Godwinson's men were tired and weak William's soldiers were better prepared and rested William's tactics - the feigned retreat William had luck on his side

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Some faculties in school are trialling the use of Parent 'Cheat Sheets'. These documents contain questions that you can ask your child, and once they have completed some of their revision tasks, hopefully they will be able to provide the correct answers. The answers are then provided on the document, so parents are empowered to have those conversations with their child.



The following pages demonstrate where knowledge organisers can be found on the website. These documents contain useful facts, equations, quotes, and key terms to help students with their learning.

- Home
- What makes us different
- Learning**
- Information
- News
- Letters Home
- Contact Us

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Learning

- Curriculum Overview
- Remote Learning
- Prospectus
- English
- Maths
- Science
- Health & Social Care
- History
- Geography
- Religious Studies
- Travel & Tourism
- Media Studies
- MFL
- PE
- Drama
- Music
- Create
- Computing
- Business
- Hospitality & Catering
- PSHE
- Careers
- Student Enrichment
- Homework

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Health & Social Care

History

Geography

Travel & Tourism

Religious Studies

Media Studies

MFL

PE

Drama

Music

Create

Computing

Business

Hospitality & Catering

Click here for 5 year curriculum map

Year 7

Year 7 Maths Overview

Knowledge Organisers

1. Y7 – Sequences – Knowledge Organiser
2. Y7 – Algebraic Notation – Knowledge Organiser
3. Y7 – Equality and Equivalence – Knowledge Organiser
4. Y7 – Ordering integers and decimals – Knowledge Organiser
5. Y7 – FDP Equivalence – Knowledge Organiser
6. Y7 – Addition and Subtraction – Knowledge Organiser
7. Y7 – Multiplication and Division – Knowledge Organiser
8. Y7 – Fractions & Percentages of Amounts – Knowledge Organiser
9. Y7 – Directed Number – Knowledge Organiser
10. Y7 – Fractional Thinking – Knowledge Organiser
11. Y7 – Constructing and Measuring – Knowledge Organiser
12. Y7 – Geometric Reasoning – Knowledge Organiser
13. Y7 – Sets and Probability – Knowledge Organiser
14. Y7 – Prime Numbers and Proof – Knowledge Organiser

Year 8

Year 8 Maths Overview

Knowledge Organisers

1. Y8 – Geometric Reasoning – Knowledge Organiser
2. Y8 – Prime Numbers and Proof – Knowledge Organiser




Contact Us



challenged to be our best. It is a good environment as we are hard-working and there are no distractions.”


Katelyn Sturdy, Year 11

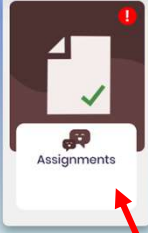
#ProudToBeSC

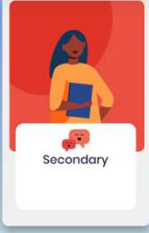
How to help revise for MFL

<https://www.languagenut.com/en-gb/>






Assignments



Secondary

Click here!



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Ask students to login to their Languagenut account and click on assignments. One week before their mid-year assessment they will be set a revision assignment.

Learn, Practise & Quiz



Y8 French Mid term assessment revision

Learn Practice Quiz

On va We go	On fait We do	On discute We discuss	à la cantine to the canteen	à midi at midday
à la récré at break	après les cours after lessons	il est he is	il n'est pas he is not	elle n'est pas she is not

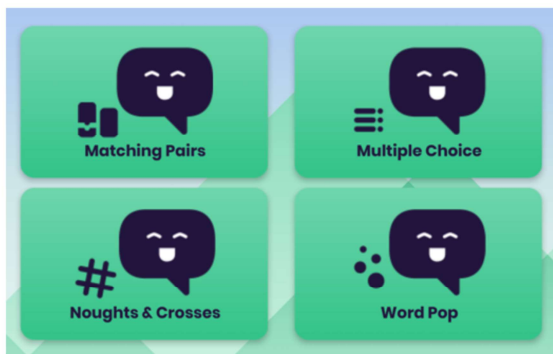
#ProudToBeSC

Within each of the tasks, there are key phrases to revise. Encourage students to learn, practice and make sure they complete the quiz.



How to revise key language

Use the practice activities to go over key language with your child. Noughts & crosses is a 2-player game!



Printables

Vocab List

Printable vocabulary table, including a pre-filled one and one with the support language left blank for students to complete.



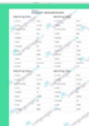
Multiple Choice

Printable Multiple Choice vocab activity. Students choose the correct translation (A, B, C, D) for each word and circle the answer on their worksheet.



Matching Pairs

Printable Matching Pairs vocab activity. Students match each word to its translations on their worksheet.



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There are a number of games to play, some are two player so you can practice with your child. There are printables / downloads available which you can use to sit and test the key vocabulary.

YEAR 8 — PROPORTIONAL REASONING... Ratio and Scale

Maths Study Skills

Each maths topic in KS3 is accompanied by a knowledge organiser.

These are stuck into students' books and students are encouraged to engage with these through highlighting and annotating.

They can also be found on the school website.

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What do I need to be able to do?

- By the end of the unit you should be able to:
 - Simplify any given ratio
 - Share an amount in a given ratio
 - Solve ratio problems given a part

Notes

- Ratio is a statement of how two numbers compare.
- Equal Parts: all parts in the same proportion, or a whole shared equally
- Proportion is a statement that links two ratios.
- Order: to place a number in a determined sequence
- Part: a section of a whole
- Equivalent of equal value
- Factor: integers that multiply together to get the original value
- Scale: the comparison of something shown to its actual size

Representing a ratio

The ratio is the 'whole' — bags and gels together

The ratio is the 'whole' — bags and gels together

Order is important

The ratio has to be written in the same order as the information is given

Simplifying a ratio

Cancel down the ratio to its lowest form

Ratio in form n

Ratio is always given in its lowest form with the part that is 1

Ratio as a fraction

Ratio is always given in its lowest form with the part that is 1

Sharing a whole into a given ratio

James and Lucy share £200 in the ratio 3:4

Finding a value given in for n

James and Lucy share £200 in the ratio 3:4

Ratio as a fraction

Ratio is always given in its lowest form with the part that is 1

YEAR 8 – PROPORTIONAL REASONING... Ratio and Scale

Objectives of
the topic

Keywords & definitions
for the topic

Key skills and
processes covered
throughout the topic

What do I need to be able to do?

By the end of the unit you should be able to:

- Simplify any given ratio
- Start an amount in a given ratio
- Take ratio problems apart

Solutions should be modelled, explained and checked

Keywords

- Ratio: a statement of how two numbers compare
- Equal Parts: all parts in the same proportion, or a whole should equally
- Proportion: a statement that links two ratios
- Order: to place a number in a determined sequence
- Part: a section of a whole
- Equivalent: of equal value
- Factor: integers that multiply together to get the original value
- Scale: the comparison of something shown to its actual size

Representing a ratio

The is the "whole" – bags and girls together

The represents the 5 bags

The represents the 3 girls

5:3

The represents the 5 bags

The is the "whole" – bags and girls together

Order is important

The ratio has to be written in the same order as the information is given

eg. 2:1 would represent 2 dogs for every 1 cat

Simplifying a ratio

Cancel down the ratio to its lowest form

64:32

32:16

16:8

8:4

4:2

2:1

Ratio in form 1

This is a ratio given to cancel down with the part and the other parts

Show the ratio 4:20 in the ratio of 1:5

4:20

1:5

Units are important

When using a ratio – always should be in the same units

Sharing a whole into a given ratio

James and Lucy share £250 in the ratio 3:4

What is the value of one part?

£250 ÷ 7 = £35.71

3 parts to James = 107.14

4 parts to Lucy = 142.86

Sharing a whole into a given ratio

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- Homework set around the KOs
- Questions are also set alongside the KO.
- Let's practise!

YEAR 8 — PROPORTIONAL REASONING... Ratio and Scale

What do I need to be able to do?

By the end of the unit you should be able to:

- Simplify any given ratio
- Share an amount in a given ratio
- Take ratio problems apart

Students should be confident with:

- Fractions
- Decimals
- Percentages
- Multiplication and division

Key Concepts

Ratio is a statement of how two numbers compare.

Equivalent ratios all read in the same proportion or a number shared equally.

Proportion is a statement that links two ratios.

Order to place a number in a defined sequence.

Part of a whole.

Equivalent of equal value.

Factors: integers that multiply together to get the original value.

Scale: the comparison of something to what it is, actual size.

Representing a ratio

For every 2 bags there are 3 bags of rice.

Ratio: 2:3

Diagram: 2 bags of rice, 3 bags of rice

Simplifying a ratio

For every 6 bags of rice there are 4 bags of rice.

Ratio: 6:4

Diagram: 6 bags of rice, 4 bags of rice

Order is important

For every 2 bags of rice there are 3 bags of rice.

Ratio: 2:3

Diagram: 2 bags of rice, 3 bags of rice

Ratio in for n

For every 2 bags of rice there are 3 bags of rice.

Ratio: 2:3

Diagram: 2 bags of rice, 3 bags of rice

Sharing a whole into a given ratio

James and Lily share £200 in the ratio 3:4.

Diagram: £200, 3:4 ratio

Sharing a whole into a given ratio

James and Lily share £200 in the ratio 3:4.

Diagram: £200, 3:4 ratio

Sharing a whole into a given ratio

James and Lily share £200 in the ratio 3:4.

Diagram: £200, 3:4 ratio

Sharing a whole into a given ratio

James and Lily share £200 in the ratio 3:4.

Diagram: £200, 3:4 ratio

Week 2 — Year 8 Maths Homework

1. What is a ratio?
2. Write the ratio of circles to square two different ways.
3. How do you simplify a ratio?
4. Write the ratio of 5 : 30 in the form 1 : n
5. Convert 740cm into m
6. Convert 35cm into mm
7. What the same between converting from metre to kilometres and grams to kilograms?
8. The ratio of adults to children at a football match is 7 : 5. What fraction of the people at the match are children?
9. Use "Sharing a whole into a given ratio" to help with the following problem.
Jack and Tom share £240 in the ratio 3 : 2. How much does each person get?

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Throughout the year students are set homework based around using and engaging with knowledge organisers.

Students are provided with a copy of the knowledge organiser and some related questions.

Students should be using sections from the knowledge organisers to help answer these questions.

This evening, we are going to be using these sheets to practice revising, quizzing and supporting your child with their learning.