

# Supporting your child with learning and revision:

Wednesday 12th October 2022



### Welcome:





### **Our Vision**

ead

#### That means we:

- Make things happen
- Take opportunities
- Create improvement
- Are role models for others

### Empower

#### That means we:

- Teach
- Develop and challenge ourselves
- Support the development and challenge of others
- Work together
- · Care for each other

### Achieve

### That means we:

- Learn
- Are successful
- Set goals and reach them
- · Leave a positive impression



- Show resilience
- Show resourcefulness





### The Birley Promise

### We promise you will have the chance to go on:

- Visits abroad
- Outdoor pursuits
- Residential visits
- Field work
- Visit to London
- Theatre visits
- Cinema visits
- Museum visits

#### We promise you can get involved in:

- Student council
- House competitions
- Student ambassadors
- Youth Parliament
- Duke of Edinburgh Award Scheme
- Charity fund raising
- Sports Leaders' Award Scheme

#### We promise you can do:

- Productions
- Performances
- Lunch time and after school clubs
- Tuition in a musical instrument
- Extra-curricular sport

#### We promise you can access:

- Independent careers' advice
- Links with universities
- Week long transition to support the move from Y6 to Y7
- The chance to celebrate success
- Revision classes
- Evening classes
- College taster days
- Work experience



# Parental engagement:

- "The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system."
- "School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher achievement."

DFE Research Report 156, September 2011











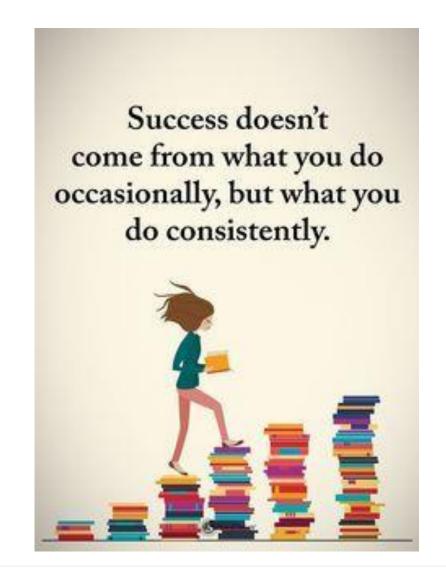
### **Exam stamina:**

•Start - 15<sup>th</sup> May, 2023

• End - 30<sup>th</sup> June, 2023

• 6 weeks - requires examstamina

Revision is crucial



### Mock exam calendar: November

### Year 11 Mock Exams November 2022

Week B		Period 1	Period 2	Break	Period 3	Lunch		Period 4	Period 5
Date	Time	Exam	Exam	Time	Exam		Time	Exam	Exam
Thursday 3 <sup>rd</sup>	9am	Maths – Paper 1 c	alculator (1 hr 30 mins)	11am	French reading (1 hr)		1pm	Trilogy Chemistry (1 hr 15 mins) Triple Chemistry (1 hr 45 mins)	
Friday 4 <sup>th</sup>	9am	English language – Paper 2 (1 hr 45 mins)		11am	Music Unit 1: The music Industry(1 hr)		1pm	Trilogy Biology (1 hr 15 mins)  Triple Biology (1 hr 45 mins)	

Week A		Period 1	Period 2	Break	Period 3	Lunch		Period 4	Period 5
Date	Time	Exam	Exam	Time	Exam		Time	Exam	Exam
Monday 7 <sup>th</sup>	9am	Maths - Paper 2 non-calculator (1 hr 30 mins)		11am			1pm	Food (1 hr 45 mins)  Geography component 3 - Fieldwork(1 hr 30 mins)	
Tuesday 8 <sup>th</sup>	9am	History – Germany (1 hr 15 mins)	y 1918 - 1939	11am	French listening (40 mins)		1pm	Engineering – responding to a d DT – RM/Graphics (2 hrs) Health and Social Care (1hr 15	, ,
Wednesday gth	9am	Maths - Paper 3 calculator (1 hr 30 mins)		11am	French writing – (1 hr)		1pm	RS Unit 1: Philosophy in the mo Drama Unit 3: performing arts in	, ,
Thursday 10 <sup>th</sup>	9am	Trilogy Physics (1 Triple Physics (1 h	,	11am	Catch-up exams		1pm	Travel and Tourism (1hr 15mins	s)
Friday 11 <sup>th</sup>	9am	Catch-up exams		11am			1pm	Catch-up exams	



## Period 6:

Monday	Tuesday	Wednesday	Thursday	Friday
Art Support sessions		<b>History</b> History content (Germany) 146/147	Art Support sessions 219/220	
219/220		<b>PE</b> CAU catch up and support 111	<b>Drama</b> CAU Support 129	
•	French Skills revision 253/303	<b>DT RM and Food</b> CAU Drop 204	Science Drop-in support session 232	
French Skills revision			<b>Maths</b> Higher revision 142	
253/303		Music	<b>Maths</b> support session 143	
		121	<b>Leisure and Tourism</b> CAU Support 130	
	Art Support sessions 219/220  French Skills revision	Art Support sessions 219/220  French Skills revision	Art Support sessions 219/220  PE CAU catch up and support 111  DT RM and Food CAU Drop 204  French Skills revision 253/303  Music Practice and CAU	Art Support sessions 219/220  PE CAU catch up and support 111  CAU Support session 219/220  PE CAU Drama CAU Support 129  Science Drop-in support session 232  Maths Higher revision 253/303  Music Practice and CAU 121  History History Content (Germany) 219/220  Drama CAU Support 129  Science Drop-in support session 232  Maths Support session 142  Leisure and Tourism CAU Support

Library

2.50pm-3.55pm Quiet space, independent work/revision Computer access



Activate Wi

# **Year 11: Key dates**

Wednesday 12<sup>th</sup> October, 2022:

Teachers' ADP deadline
– will lead to a school
report being sent home

Wednesday 12<sup>th</sup> October, 2022:

Year 11 Parents'
Evening – helping your
child revise

Wednesday 19<sup>th</sup> October, 2022:

Year 11 Post 16 Evening Thursday 3<sup>rd</sup> November, 2022:

Mock exams begin

Tuesday 15<sup>th</sup> November, 2022:

Mock exams end



# **Year 11: Key dates**

Tuesday 6<sup>th</sup> December, 2022:

Year 11 Parents' Progress Evening Wednesday 7<sup>th</sup> December, 2022:

Teachers' ADP deadline
– will lead to a school
report being sent home

13<sup>th</sup> – 17<sup>th</sup> February, 2023: **TBC** 

Half term (school may be open for Y11 catch-up / intervention in CAU subjects)

Thursday 23<sup>rd</sup> February, 2023:

Mock exams begin (timings TBC)

Monday 24<sup>th</sup> April, 2023:

Year 11 Parents' Progress Evening Monday 15<sup>th</sup> May, 2023:

GCSE exams begin



# The objectives of this session:

1. You will know how your child revises.

2. You will know what factors impact on the brain's learning.

3. You will learn some revision techniques to help your child revise.



### What is revision?

• It means literally "re-looking" at information you have learnt previously.

 The aim is that you know the information you will be tested on and can remember it for the exam.

Knowing something depends on understanding it.

Synthesising information is important.







- Do you plan your revision?
  - No
- What subject do you revise for?
  - The exam I have to take next
- How do you revise?
  - Read through revision books
  - Answer the questions in the revision books
  - Write information from the revision book out
  - Standard answer = read and write
  - Drawing no!
  - Use past papers

- Do you revisit your revision?
  - Main answer no
  - Yes close to the exam
- How long do you revise for at home?
  - 1 2 hours (in the run up to exams)
  - A few said they are not revising.
    - Attending school P6 is revision
- Do you take breaks when revising?
  - Yes half way through
  - Breaks range from 10 30 minutes



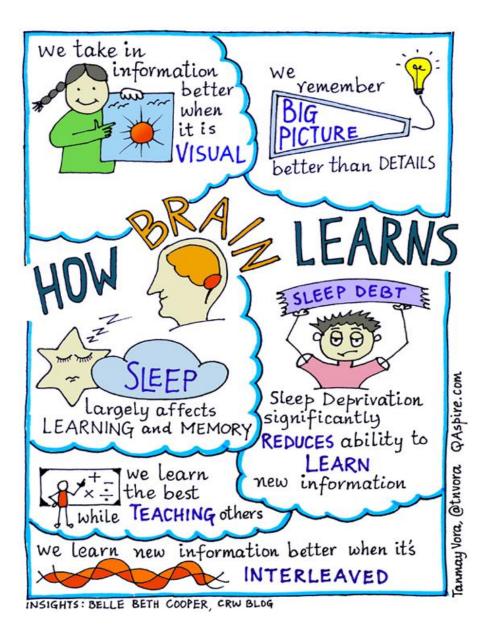
# The objectives of this session:

1. You will know how your child revises.

2. You will know what factors impact on the brain's learning.

3. You will learn some revision techniques to help your child revise.





https://www.youtube.com/wat ch?v=uqGz7uqoPZ4

## Key points: Promoting effective learning / revision

- Happy and relaxed
- Water helps reduce de-hydration & stress
- Diet balanced
- Sleep
- Temperature, e.g. too hot / cold
- Exercise
- Breaks
- Multi-sensory learning



WARNING!



APPROACH WITH CAUTION







### Sleep largely affects learning and memory:

• Studies have shown that a good night of sleep can significantly improve performance.

It is a common experience that a problem difficult at night is resolved in the morning after the committee of sleep has worked on it.

John Steinbeck

 Naps can improve learning just like a full night of sleep can.

• Sleep deprivation can cut your brain's ability to take in new information by almost 40%.



Question – what time is bed time?



# The objectives of this session:

1. You will know how your child revises.

2. You will know what factors impact on the brain's learning.

3. You will learn some revision techniques to help your child revise.



### Carousel: How to...

- Memorise key dates, definitions, terms (flashcards)
- Memorise a sequence
- Synthesise information to remember (acronym)
- Knowing the exam system







### **Remembering Sequences**

Try these techniques when you are trying to remember information and the order in which it happens; e.g. dates in history; the order of events; the features of a scientific or geographical cycle; the process for science or food.

### RHYME

Divorced, beheaded, died Divorced, beheaded, survived



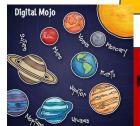
In 14 hundred and 92 Columbus sailed the ocean blue



# Stories with Pictures and Actions

Mnemonics





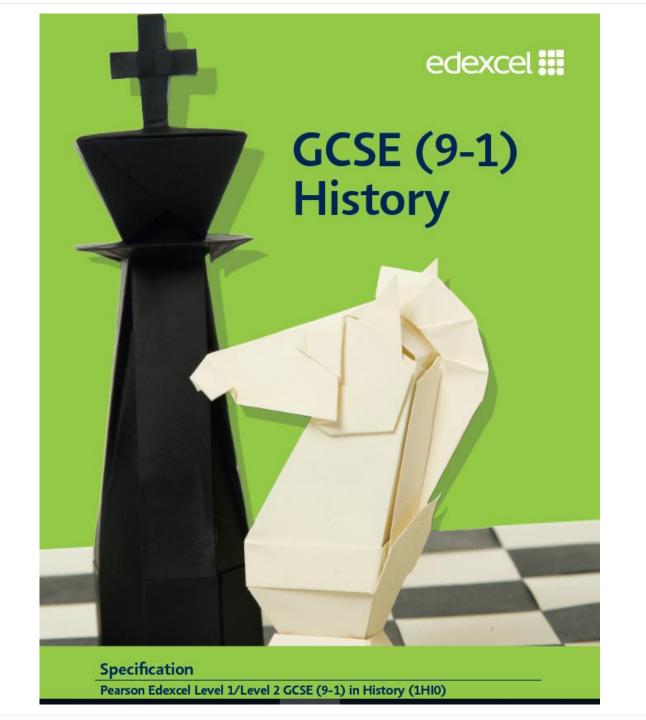
Marjorie Valerie Eleanor Meetzers Just Sent Us Ninety-nine Pizzas



Allergies are awful. Julie really suffered she ended up with an **itchy knee** from the **sun** when **she** would go to **rock** festival. She sneezed, 'shichi', she sneezed again- so hard her hat fell off 'hachi'. Even a nearby pigeon was startled **'Coo** blimey **Ju**!' He said to her.









### Option 11: Medicine and The Briti: 1914–18

### Medicine in Britain, c1

### The process of change

- In studying the content def how key features in the desociety in Britain in the per
- They should develop an uninvolve understanding pattfactors inhibiting or encourfactors are: individuals and technology; and attitudes in
- They should also understar developments at particular
- The selected case studies in defined in strands 1 and 2. factors and to make detaile

#### c1250-c1500: Medicine

1 Ideas about the	•	Sup
cause of		Rati
disease and		mia:
illness		and
	<u> </u>	aniu
2 Approaches to	•	App
prevention and		idea
treatment		purg
	•	New cent in tr
	<u> </u>	nost
3 Case study	•	Dea
		and

### The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

#### The historic environment

- 1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- The context of the British sector of Western Front and the theatre
  of war in Flanders and northern France: the Ypres salient, the
  Somme, Arras and Cambrai. The trench system its construction
  and organisation, including frontline and support trenches. The use
  of mines at Hill 60 near Ypres and the expansion of tunnels, caves
  and quarries at Arras. Significance for medical treatment of the
  nature of the terrain and problems of the transport and
  communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.
- Knowledge, selection and use of sources for historical enquiries
- Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
- Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- · Selection of appropriate sources for specific investigations.

#### e in England

in explanations of the cause of disease and iroach, including the work of Thomas g diagnosis. The influence of the printing the Royal Society on the transmission of

es to prevention, treatment and care in the pitals.

eatment: improvements in medical training agland of the work of Vesalius.

1 Harvey and the discovery of the circulation

: Plague in London, 1665; approaches to ts to prevent its spread.

#### and nineteenth-century Britain

in explanations of the cause of disease and n Britain of Pasteur's Germ Theory and les.

n care and treatment: improvements in nfluence of Nightingale. The impact of eptics on surgery.

evention: the development and use of ublic Health Act 1875.

and the development of vaccination.

ndon, 1854; attempts to prevent its spread; w and the Broad Street pump.

#### tain

iding the causes of illness and disease: the id lifestyle factors on health.

nosis: the impact of the availability of blood

n care and treatment. The impact of the echnology: improved access to care; , including magic bullets and antibiotics; surgical treatment in hospitals.

evention: mass vaccinations and ampaigns.

ng, Florey and Chain's development of

cancer in the twenty-first century: the use ogy in diagnosis and treatment; government



### **Option B4:** Option 24/25: The American West, c1835–c1895

option b ii	Option 24/23	: The American West, C1055-C1095		
Key topic 1: Q	Key topic 1: The early settlement of the West, c1835–c1862			
1 The situation on Elizabeth	1 The Plains Indians: their beliefs and	Social and tribal structures, ways of life and means of survival on the Plains.		
accession	way of life	Beliefs about land and nature and attitudes to war and property.		
	,	<ul> <li>US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851.</li> </ul>		
2 The 'settlement'	2 Migration and early settlement	The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849.		
of religion		The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.		
3 Challenge to		The development and problems of white settlement farming.		
the religious	3 Conflict and tension	Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.		
4 The problem of Mary,		The problems of lawlessness in early towns and settlements.     Attempts by government and local communities to tackle lawlessness.		
Queen of	Key tonic 2: Day	elopment of the plains, c1862–c1876		
Scots	1 The	The significance of the Civil War and post war reconstruction,		
Key topic 2: C	development of settlement in the West	including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.		
1 Plots and revolts at home	in the West	Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.		
		<ul> <li>Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.</li> </ul>		
2 Relations wit	2 Ranching and the cattle industry	The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.		
•		The impact of changes in ranching on the work of the cowboy.		
2 2 11 1 1		Rivalry between ranchers and homesteaders.		
3 Outbreak of war with	3 Changes in the way of life	The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.		
Spain, 1585-88	of the Plains Indians	The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant's 'Peace Policy', 1868.		
4 The Armada		Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68) and the Fort Laramie Treaty (1868).		

#### · Education in the home, schools and universities. 1 Education and leisure · Sport, pastimes and the theatre. The reasons for the increase in poverty and vagabondage during 2 The problem Key topic 3: Conflicts and conquest, c1876-c1895 . Changes in farming: the impact of new technology and new farming 1 Changes in farming, the cattle industry · Changes in the cattle industry, including the impact of the winter of and 1886-87. The significance of changes in the nature of ranching: the settlement end of the open range. 4 · Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. 2 Conflict and · Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt tension Earp. . The range wars, including the Johnson County War of 1892. · Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890. 3 The Plains · The hunting and extermination of the buffalo. Indians: the · The Plains Indians' life on the reservations. destruction of · The significance of changing government attitudes to the Plains their way of Indians, including the Dawes Act 1887 and the closure of the Indian life Frontier.

Key topic 3: Elizabethan society in the Age of Exploration, 1558-88



### Option 31: Weimar and Nazi Germany, 1918–39

Key topic 1: The	Weimar Republic 1918–29
<ol> <li>The origins of the Republic,</li> </ol>	The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.
1918-19	The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
2 The early challenges to the Weimar	Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
Republic, 1919–23	Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
	The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
3 The recovery of the Republic,	<ul> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> </ul>
1924-29	The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
4 Changes in society,	Changes in the standard of living, including wages, housing, unemployment insurance.
1924-29	Changes in the position of women in work, politics and leisure.
	Cultural changes: developments in architecture, art and the cinema.
Key topic 2: Hitle	er's rise to power, 1919–33
1 Early development	Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.
of the Nazi Party, 1920–22	The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
2 The Munich	The reasons for, events and consequences of the Munich Putsch.
Putsch and the lean years, 1923–29	Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i> . The Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
	Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
4 How Hitler became	Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
Chancellor, 1932-33	The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3: Naz	i control and dictatorship, 1933–39
1 The creation of a	The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
dictatorship, 1933–34	<ul> <li>The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> </ul>
2 The police	The role of the Gestapo, the SS, the SD and concentration camps.
state	Nazi control of the legal system, judges and law courts.
	Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
3 Controlling and	Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.
influencing attitudes	Nazi control of culture and the arts, including art, architecture, literature and film.
4 Opposition,	The extent of support for the Nazi regime.
resistance and conformity	Opposition from the Churches, including the role of Pastor Niemöller.
	Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
Key topic 4: Life	in Nazi Germany, 1933–39
1 Nazi policies	Nazi views on women and the family.
towards women	Nazi policies towards women, including marriage and family, employment and appearance.
2 Nazi policies towards the	Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.
young	Nazi control of the young through education, including the curriculum and teachers.
3 Employment and living	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
standards	Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
4 The persecution of	Nazi racial beliefs and policies and the treatment of minorities:     Slavs, 'gypsies', homosexuals and those with disabilities.
minorities	The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.







- It is a technique that helps memory.
- Mnemonic devices are ways of turning information into an <u>easier to remember format</u>.
- Chunking information / avoids cognitive overload.
- There are no rules to mnemonics, especially for revision, it's just about what works for you.

# Types of mnemonic:



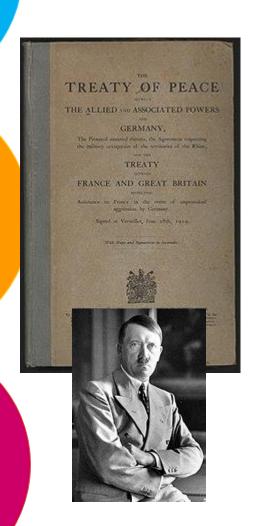
- Acronyms
  - An acronym mnemonic sees you abbreviate information by creating a word where each letter stands for something.
- Phrases and acrostics

- Rhymes and songs
  - Divorced, beheaded...





# Treaty of Versailles:



The WW1 "peace treaty"

Effectively a punishment of Germany

Cause of the rise of Hitler

Cause of WW2

Arguably the biggest mistake of the 20<sup>th</sup> Century





# Importance for learning: Terms and consequences of T of V

#### Option 31: Weimar and Nazi Germany, 1918-39

-	• • • • • • • • • • • • • • • • • • • •
Key topic 1: The	Weimar Republic 1918–29
1 The origins of the Republic, 1918–19	The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.
1918-19	The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
2 The early challenges to the Weimar	Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
Republic, 1919-23	Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
	The challenges of 1923: hyperinflation; the reasons for, and effects
3 The recovery of the Republic,	<ul> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> </ul>
1924-29	The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
4 Changes in society,	Changes in the standard of living, including wages, housing, unemployment insurance.
1924-29	Changes in the position of women in work, politics and leisure.
	Cultural changes: developments in architecture, art and the cinema.
Key topic 2: Hitl	er's rise to power, 1919–33
1 Early development	Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.
of the Nazi	The early growth and features of the Party. The Twenty-Five Point
1920-22	
2 The Munich	The reasons for, events and consequences of the Munich Putsch.
Putsch and	Reasons for limited support for the Nazi Party, 1924–28. Party
the lean	reorganisation and Mein Kampf. The Bamberg Conference of 1926.
years,	reorganization and ream number of the building connectice of 1720
3 The growth in support for the Nazis, 1929–32	<ul> <li>The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> </ul>
1929-32	Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
	B 191 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
became	von Papen and von Schleicher.
Chancellor,	· ·
1932-33	The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key tonic 3: Naz	i control and dictatorship, 1933–39
1 The creation of a	The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
dictatorship, 1933–34	<ul> <li>The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> </ul>
2 The police	The role of the Gestapo, the SS, the SD and concentration camps.
state	Nazi control of the legal system, judges and law courts.
	Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
3 Controlling and	Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.
influencing attitudes	Nazi control of culture and the arts, including art, architecture, literature and film.
4 Opposition,	The extent of support for the Nazi regime.
resistance and conformity	Opposition from the Churches, including the role of Pastor Niemöller.
	Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
Key topic 4: Life	in Nazi Germany, 1933–39
1 Nazi policies	Nazi views on women and the family.
towards women	Nazi policies towards women, including marriage and family, employment and appearance.
2 Nazi policies towards the	Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.
young	Nazi control of the young through education, including the curriculum and teachers.
3 Employment and living	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
standards	Changes in the standard of living, especially of German workers.
	The Eabour Fronty Ottengar Fillrough Joy/ Deadty of Eabour
4 The persecution of	Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.
minorities	The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.



### Treaty of Versailles Textbook: Page 17 - 19

What is another word for guilt?

• Blame

- War Guilt (Article 231)
- What is a reparation?

Money

 What was Eupen and Malmedy? Land

- What is a word you associate with the military?
- Army



# BBC = Acronym British Broadcasting Corporation

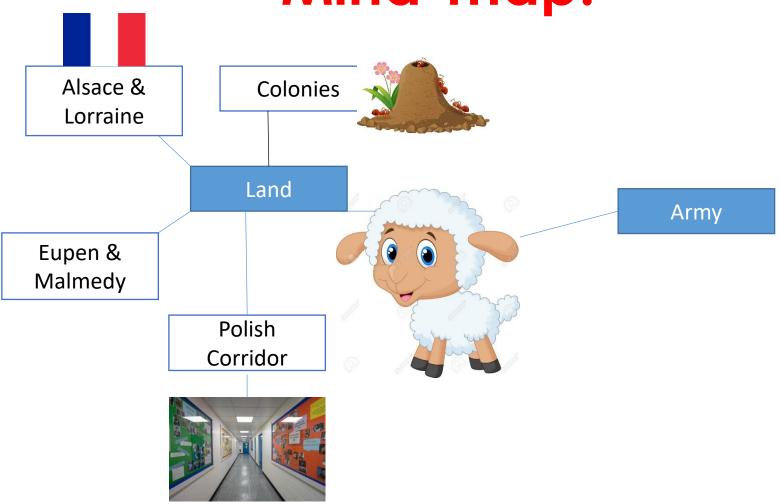
Can you transform the beginning of each word / term of the Treaty of Versailles into one word to make an acronym?

- Blame
- Money
- Land
- **A**rmy





# Mind-map:





# LIMP PAPER How Hitler became Chancellor in 1933

- Long-term bitterness about the Treaty of Versailles
- Ineffective constitution
- Money from supporters / rich buisnessmen
- Propaganda blames the Jews and the Communists
- Programme ideas appeal to many people in some way
- Attacks by the SA on other parties
- Personal qualities brilliant speaker
- **E**conomic depression made people desperate
- Recruited as chancellor in Jan 1933 by Hindenburg (thought he could control Hitler).





# CRENDO How Hitler became dictator, 1933-34

- Chancellor
- Reichstag Fire
- Enabling Act
- Night of the Long Knives
- Death of Hindenburg
- Oath of loyalty by the army



Hendo

Remember: There are no rules to mnemonics, especially for revision, it's just about what works for you.

### Bad words???

It is a technique that helps memory.



 Mnemonic devices are ways of turning information into an easier to remember format.

Chunking information.

There are no rules to mnemonics, especially for revision,
 it's just about what works for you.

## **Break: 15 minutes**







### **Knowing the exam system**





#### **Knowing the exam system**

As a parent you can access the information





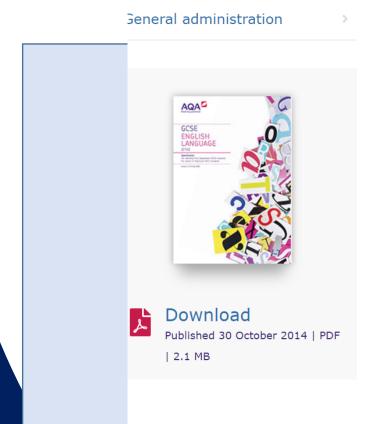
#### Specification at a glance

#### Subject content

- 1 Explorations in creative reading and writing
- 2 Writers' viewpoints and perspectives
- 3 Non-exam assessment

For the award of the GCSE in English Language students must offer all t





#### Paper 1: Explorations in Creative Reading and Writing

#### What's assessed

#### Section A: Reading

• one literature fiction text

#### **Section B: Writing**

· descriptive or narrative writing

#### **Assessed**

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### Questions

Reading (40 marks) (25%) - one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)





Insert (Modified A4 18pt): Paper 1 Explorations in creative reading and writing - Noveml\_

Published 19 Apr 2018 | PDF | 455 KB



Examiner report: Component 3 NEA Spoken language - November 2017

Published 19 Apr 2018 | PDF | 55 KB



Insert (Modified A3 36pt): Paper 1 Explorations in creative reading and writing - Novem

Published 19 Apr 2018 | PDF | 456 KB



Insert: Paper 1 Explorations in creative reading and writing - June 2017

Published 19 Apr 2018 | PDF | 123 KB



Question paper: Paper 2 Writers' viewpoints and perspectives - June 2017

Published 19 Apr 2018 | PDF | 265 KB





Insert (Modified A4 18pt): Paper 1 Explorations in creative reading and writing - Noveml\_

Published 19 Apr 2018 | PDF | 455 KB



Examiner report: Component 3 NEA Spoken language - November 2017

Published 19 Apr 2018 | PDF | 55 KB



Insert (Modified A3 36pt): Paper 1 Explorations in creative reading and writing - Novem

Published 19 Apr 2018 | PDF | 456 KB



Insert: Paper 1 Explorations in creative reading and writing - June 2017

Published 19 Apr 2018 | PDF | 123 KB



Question paper: Paper 2 Writers' viewpoints and perspectives - June 2017

Published 19 Apr 2018 | PDF | 265 KB

### The objectives of this session:

1. You will know how your child revises.

- 2. You will know what factors impact on the brain's learning.
- 3. You will learn some revision techniques to help your child revise.

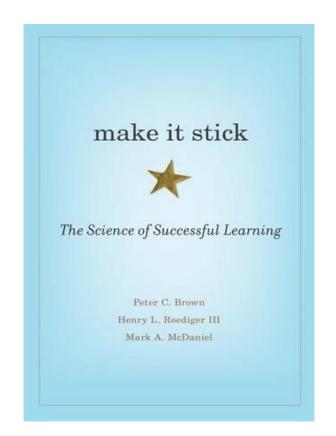


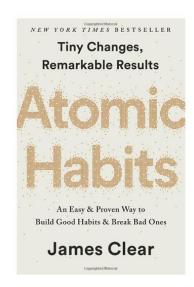
### Additional reading:

Academic research

 Available on Amazon Audible

 See additional information on the following slides.







# Revision techniques: What do the experts say?

- Chunk information into smaller bites (synthesise)
- Suggest games that use visual memory
- Make it multisensory (reading, writing, speaking, listening, doing, etc.)
- The addition of emotion can help students remember
- The brain is social & requires interaction in order to develop properly
- Practice/rehearsal is critical to learning for the long term



## We take in information better when we see / read it:

• The brain uses 50% of its resources on vision.

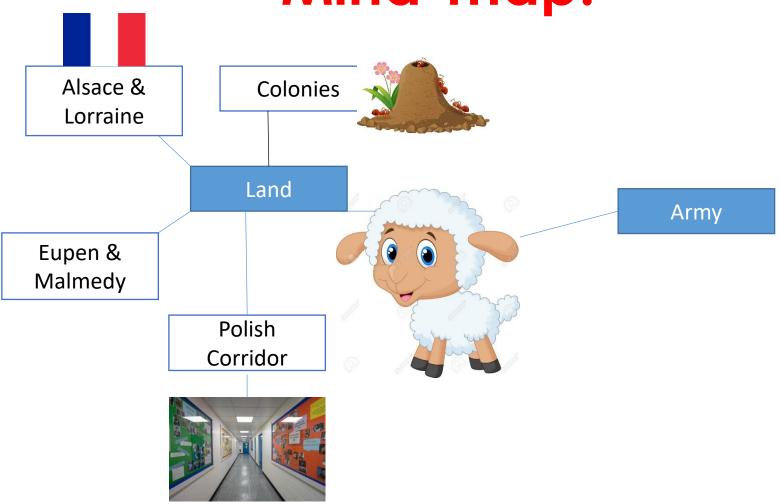


- Half of our brain power goes to our eyes turning what we see into information.
- The other half has to be split up among all the other functions our body has.
- We treat text as images.
  - This makes reading incredibly inefficient when compared to how quickly and easily we can take in information from a picture.





### Mind-map:



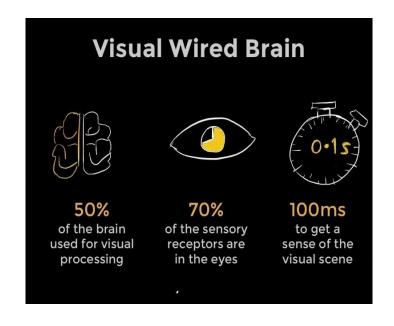


## We take in information better when we see / read it:

- We pay special attention to anything we see that's moving.
- So, pictures and animations are good when it comes to training your brain.

#### Action:

- Make flash cards with images on them.
- Add doodles, photos, or pictures to your notes.
- Use colours and diagrams to illustrate new concepts you learn.







### Flashcards: Why a good strategy?

- Proven to aid a student's recall and ability to retain information
- Quick and easy way to revise knowledge
- Easy method to test learning / can turn it into a game / quiz
- Able to integrate images, e.g. excellent way to learn a language (think about Primary School learning)
- Able to learn on the go, e.g. in the car; making a coffee for you

- Supports visual learning
- Supports multi-sensory learning
  - Reading or answering aloud
  - Using them to give you a presentation

Caution:
Free on-line
software which
allows students to
make flashcards



### Transforming words / Bitesize:

- Draw pictures and diagrams and colour code your work. Use highlighters for key facts
- Create posters and use learning maps



- Use videos, TV programmes or plays of things you are studying
  - YouTube
  - BBC Bitesize
- Use post-it notes to label things



 Create visual displays of key words, facts and text in strategic places – bedroom wall, mirror back of toilet door



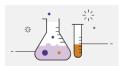
#### **BBC** Bitesize:

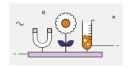
#### All GCSE subjects



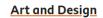












Biology (Single Science)

<u>Business</u>

Chemistry (Single Science)

**Combined Science** 

**Computer Science** 













Design and Technology

<u>Digital Technology</u> (<u>CCEA</u>)

<u>Drama</u>

<u>English Language</u>

**English Literature** 

**French** 













<u>Geography</u>

<u>German</u>

<u>History</u>

Home Economics: Food and Nutrition (CCEA)

<u> Hospitality (CCEA)</u>

ICT



Multiple choice quizzes

Information

Videos

Podcasts

Tests

Type into Google BBC Bitesize GCSE

https://www.bbc.co.uk/bitesize/levels/z98jmp3

The Birley Academy

## We remember the big picture better than the details:

- When the brain takes in new information, it hangs onto it better if it already has some information to relate it to.
- This is where starting with the gist of an idea can be helpful.
- It gives you something to hang each detail on as you learn it.



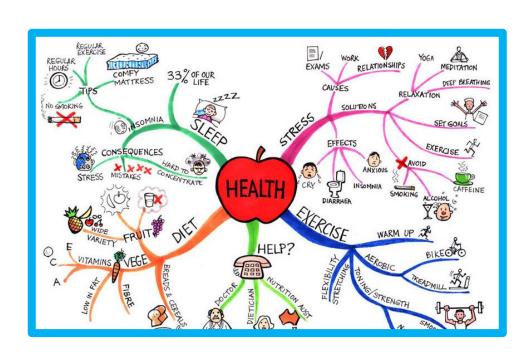


## We remember the big picture better than the details:

- When you're learning / revising lots of (new) concepts, it's easy to get lost in the information.
- One way to avoid being overwhelmed is to keep referring back to the big picture.

#### Action:

 Keep a large diagram or page of notes handy that explains the big picture of what you're learning and add to it each major concept you learn along the way.





### Mind-maps:

- Research shows that <u>creating aids</u> rather simply consuming (e.g. reading, listening, etc.) <u>leads to</u> <u>greater recall</u>. This is why mind-maps can be a great way to revise.
- Useful tool because they can give a broad visual overview of a topic / unit of work / a subject.

- Can use a mind-map to create & recreate a plan to an essay.
  - A node can be a paragraph
  - A strand can be an outline of a full idea in detail

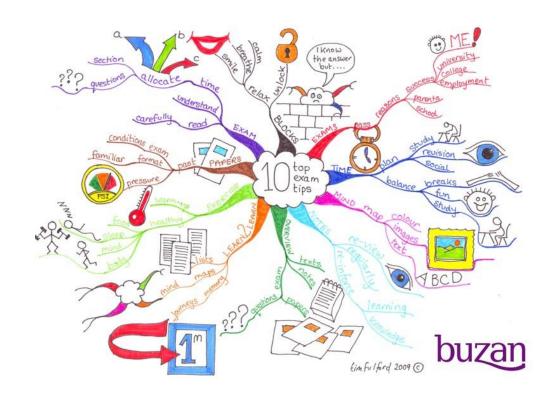




### Mind-maps:

 Students could mind – map their revision plan for each subject.

 Hint: Put them up on their wall. They will subconsciously absorb the information (re-visiting over and over).





### Multi-sensory learning:

#### Tactile revision methods:

- Modelling materials such as clay and sculpting materials
- Using small materials called manipulatives to represent number values to teach math skills
- Use movement when you are revising walk around rather than sit still.
- Underline or highlight key facts
- Make learning maps
- Re-enact mnemonics, e.g. YMCA / Japanese



### Multi-sensory learning:



Could write or narrate what the picture is showing and record on a phone to be played back as a video.

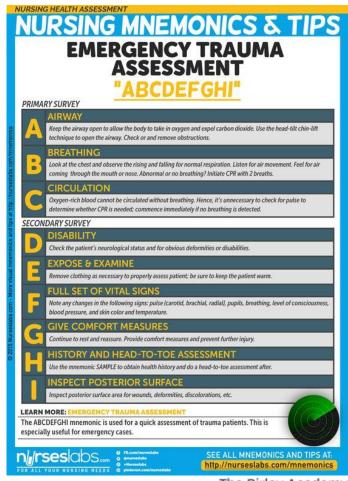


### What exactly is a mnemonic?

- It is a very general term, referring to any technique that helps memory.
- Mnemonic devices are ways of <u>turning information into</u> an easier to remember format, e.g. CRENDO
- Chunking information.
- There are no rules to mnemonics, especially for revision, it's just about what works for you.

#### **Mnemonics:**

- A system such as a pattern of letters, ideas, or associations which assists in remembering something.
- Ever done a first aid course?
  - Airways
  - Breathing
  - Circulation



The Birley Academy

### Types of mnemonic:



#### Acronyms

 An acronym mnemonic sees you abbreviate information by creating a word where each letter stands for something.

#### Phrases and acrostics

 Phrases and acrostics are better for memorizing longer lists of information, especially where order is important.

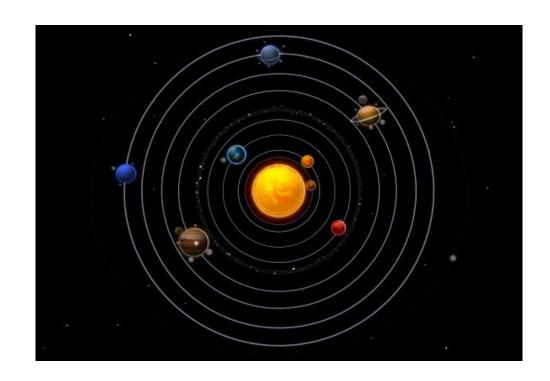
#### Rhymes and songs

 Rhymes and songs are quite a bit harder to create yourself, but once you've got one you'll probably never forget it.



#### Phrases and acrostics:

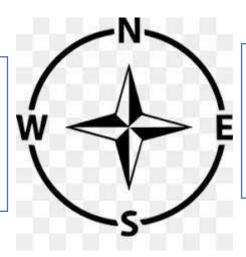
- Phrases and acrostics are better for memorizing longer lists of information, especially where order is important.
- The order and names of the planets, remembered with the mnemonic:
- My Violent Evil Monster Just Scared Us Nuts.
  - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune





### Phrases and acrostics:

Geography:
Never
Eat
Shredded
Wheat



Geography:
Never
Ever
Support
Wednesday

LO: What were the key terms that were imposed on German by the Treaty?

The Treaty of Versailles

G.A.R.G.L.E



GARGLE: Treaty of Versailles

Science: Make-up of white blood cells



Ranking order of the normal differential count for **white blood cells**:

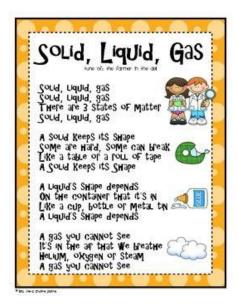
- Neutrophils (60-70%)
- ☐ Lymphocytes (20-40%)
- Monocytes (3-10%)
- ☐ Eosinophils (1-4%)

☐ Basophils (~1%)



The Birley Academy

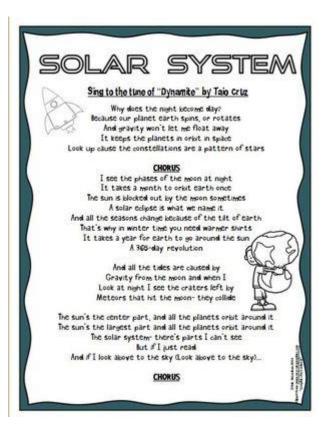
### Rhythm & rhyme:



## ed

#### Divorced, beheaded and died

Divorced, beheaded and died,
Divorced, beheaded, survived,
I'm Henry the Eighth, I had
six sorry wives,
Some might say I ruined their
lives.





#### Verb Song

I'm running, jumping, singing - that's because I am a verb.
I'm hopping, dancing, ringing - that's because I am a verb.
I'm coming, going, hitting, throwing,
humming, rowing, sitting, blowing,
Riding, hiding, gliding, sliding - because I'm a verb.
I'm a verb, verb, verb - I'm an action word.
So put me where the action is 'cause I'm an action word.

Sometimes I use a helping verb to help me make a phrase.
I can use these helping verbs in many different ways.
Like - Will you go? and Should we stay?

And May I throw? and Does he play?

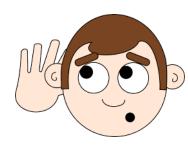
And Have you seen it? Did he eat it?

Can we have some more?



We use this method a great deal in French lessons

### Sound and learning:



- Record onto your phone and play back repeatedly
- Read all notes / cards out loud repeatedly
- Create rhymes, raps, chants

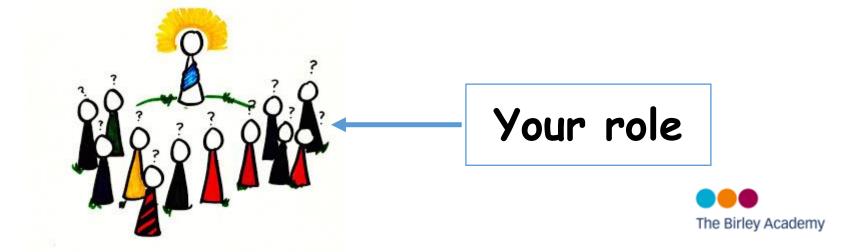


 Close your eyes when you are listening so that you are only using that sense.



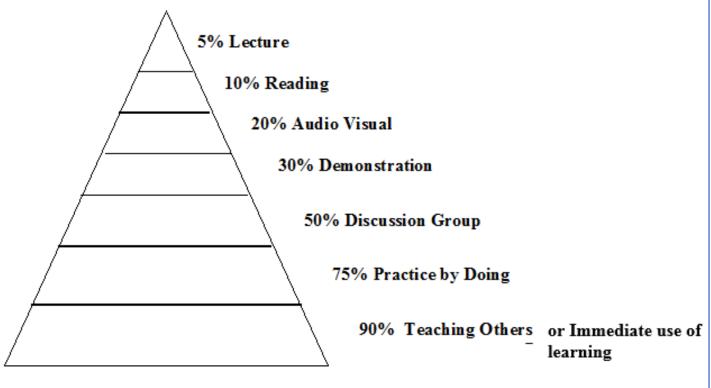
### We learn best by teaching others:

- Though we don't realise it, learning with the idea that we'll have to teach this information later tends to invoke better methods for learning subconsciously.
  - For instance, we focus on the most important pieces of information, the relationships between different concepts, and we carefully organize the information in our minds.



### **Better retention rates**

AVERAGE RETENTION RATES FOR DIFFERENT TEACHING METHODOLOGIES



National Training Lab, Bethel, Maine

The pyramid shows the average percentage of retention of material after 24 hours when a particular teaching methodology is the one primarily used.

"Moving down the pyramid, students become more involved in the learning process, and retention increases. The method at the bottom of the pyramid involves having the students teach others or use the new learning immediately. ... We have known for a long time that the best way to learn something is to prepare to teach it. In other words, whoever explains, learns."

(Sousa, How the Brain Learns)

# How many hours a week should I be working?

 You should at this stage be aiming for 15 - 20 hours a week.

- This may include homework as well period 6.
- Suggested work pattern:
  - Monday Friday 2.5 3.0 hours per night
  - Weekend 5.0 7.5 hours over Saturday and Sunday



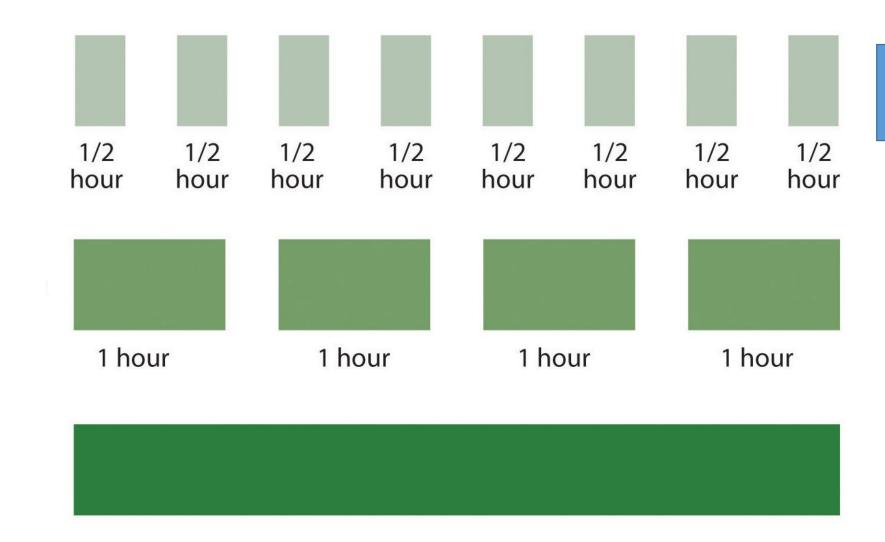
### How should I structure my revision?

- Research suggests that the most effective revision takes place at the beginning and end of sessions.
- So don't revise for 2 hours solid. Adopt patterns like the following:
  - Revise for 30 minutes
  - Break for 10 minutes
  - Revise for 30 minutes
  - Break for 10 minutes
  - Revise for 30 minutes
  - Break for 10 minutes.
  - In this way there are three beginnings and three ends.

- Research suggests that you should follow up revision sessions the next night and the next week. For example:
  - Tuesday revise Science topic for 1 hour.
  - Wednesday recap same Science topic for 10 minutes.
  - One week later recap the same Science topic for 5 minutes.
  - Tony Buzan (lead researcher)
     describes this as moving the recall
     from the SHORT-TERM to the
     LONGTERM memory.

The Birley Academy

### What is spacing?



Most effective method



### Key contacts: Further information

- ginanewton@birleysecondaryacademy.co.uk (Head Teacher)
- markjones@birleysecondaryacademy.co.uk (Deputy Head Teacher)
- diarmaidcasey@birleysecondaryacademy.co.uk (Deputy Head Teacher)
- dangillett@birleysecondaryacademy.co.uk (Assistant Head Teacher)
- brettcoleman@birleysecondaryacademy.co.uk (Acting Assistant Head Teacher)

### **Key contacts:**

- Mrs Holt-Kape Head of Year
- Ms Chadwick Deputy Head of Year
- Mrs Hirst Curriculum Leader for English
- Mr Coleman Curriculum Leader for Maths
- Mr Hofheinz Curriculum Leader for Science
- Mr Coddington –SENDCo



# Feedback: Please help us improve this presentation

0	strongly agree
0	agree
0	disagree
0	strongly disagree
0	don't know.
2) The s	chool has high expectations for my child.
0	strongly agree
0	agree
0	disagree
	strongly disagree
0	don't know.
3) The s	chool's offer of support for Year 11 students is good.
0	strongly agree
0	agree
0	disagree
0	strongly disagree
0	don't know.
l) Doy	ou know who you can contact if you have concerns with your child
learn	ing in general?
0	Yes
0	No
Any oth	er comments:
-iny Oni	ei Comments.

