



Parents as Pupils 2017

OPPORTUNITY THROUGH COMMUNITY

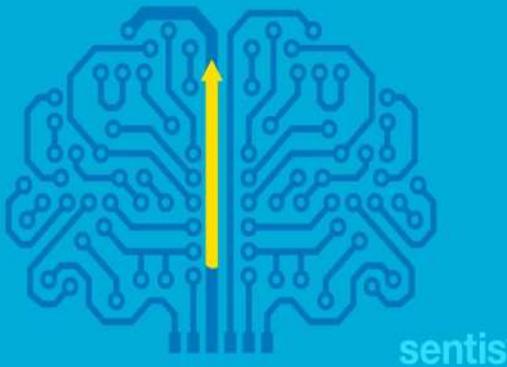
Revision Techniques Parents as Pupils



Mr Essery
Deputy Headteacher

OPPORTUNITY THROUGH COMMUNITY

Let's talk about **neuroplasticity**.



Neuroplasticity

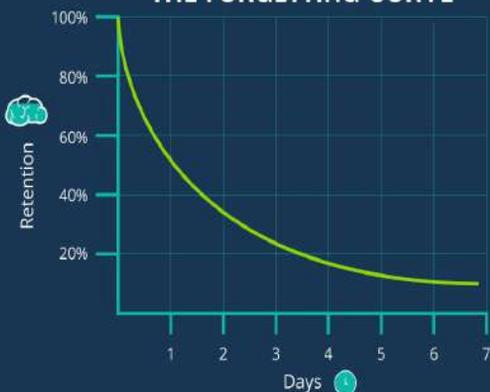
The lasting changes that happen in your brain throughout your life.

Based on the idea that your brain is 'plastic' and therefore mouldable.

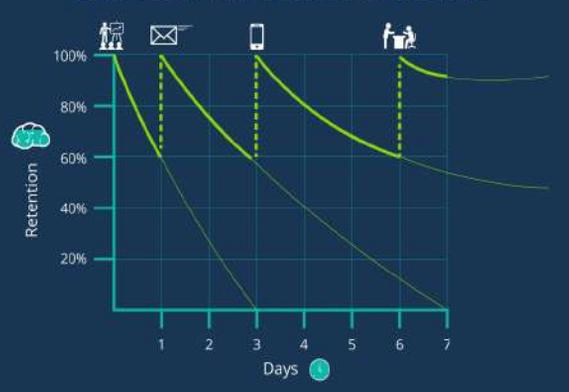
Supports the idea that you can change habits and become more knowledgeable.

The scientific evidence behind the idea of the **growth mindset**.

THE FORGETTING CURVE



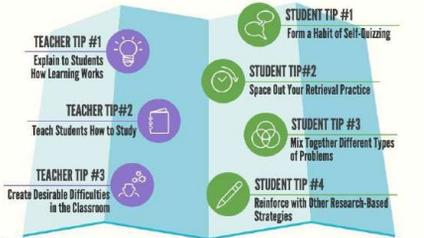
COMBATING THE FORGETTING CURVE



7 STRATEGIES TO MAKE CONTENT STICK

Developed from the research *Make It Stick: The Science of Successful Learning*

Inspired by the work of Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel



Teachers need to explain to pupils **how learning works**

Teachers must explain what we mean when we say “**study this**” or “**revise that**”

Teachers need to **pitch** our lessons at a level where tasks have a **desirable** level of **difficulty** for pupils

TEACHER TIP #1
Explain to Students How Learning Works

TEACHER TIP #2
Teach Students How to Study

TEACHER TIP #3
Create Desirable Difficulties in the Classroom

STUDENT TIP #1
Form a Habit of Self-Quizzing

STUDENT TIP #2
Space Out Your Retrieval Practice

STUDENT TIP #3
Mix Together Different Types of Problems

STUDENT TIP #4
Reinforce with Other Research-Based Strategies

Self-quizzing can be as simple as pausing when you are revising to ask yourself questions

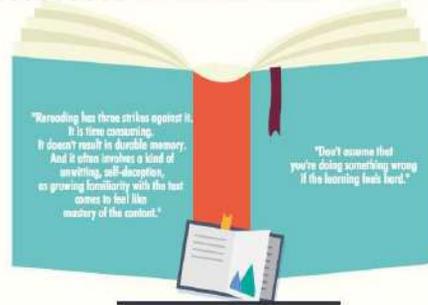
It also includes techniques such as **flashcards** and using **past exam papers**

Retrieval practice refers to the challenge of remembering things you have learnt before

Pupils should **interleave** their revision – mix between different **subjects, topics** and **techniques**

Pupils must make sure they are revising in ways that are **proven** to be **effective**

AVOID FALSE SECURITY



REREADING IS NOT STUDYING

PERFORM RETRIEVAL PRACTICE



OTHER RESEARCH-BASED STRATEGIES



How can I help my child to revise?

1. Regularly **ask them** about what they have been learning
2. Encourage them to make and/or use **flashcards** to define key concepts, and use these to **quiz them**
3. Speak **positively** about the capacity our brains have to improve our knowledge and understanding – the **growth mindset**
4. Ensure that when revising, the **environment** is appropriate, subjects are interleaved, and **regular breaks** are taken.

What we are doing to support you...

1. Giving parental access to **Google Classroom** so you can see what your child is working on in each of their classes
2. Updating the Curriculum section of the **website** so that you have an **overview** of what pupils do in each year of each subject
3. Speaking to pupils about the **revision strategies** that work, and how they should revise effectively

Revision Checklist



Is your environment **quiet, well-lit, and free from distractions?**

Do you have something to **revise from**, or are you **retrieving** from memory?

Revising from something

Retrieving from memory

You could:

Make **flashcards** or **paraphrase** the information

Read → Cover → Copy

Come up with **questions** about what you are revising

Elaborate – link ideas together

You could:

Reflect → Write – see how much of the topic you are revising you can remember

Use **mnemonics** to help you to remember key information

Remember to take a break after revising for 25 minutes

Thank you for listening

Do you have any questions?



OPPORTUNITY THROUGH COMMUNITY

Humanities Parents as Pupils



Miss Awan
Head of Humanities

OPPORTUNITY THROUGH COMMUNITY

What Humanities subjects do we offer at KS4?

- GCSE History the branch of knowledge dealing with past events.
- GCSE Geography the science of the earth's surface and all life on it.
- GCSE Religious Education the study of different religions of the world.
- BTEC Travel and Tourism the activities of persons travelling to and staying in places outside their usual environment and the provision of services that are available to tourists



OPPORTUNITY THROUGH COMMUNITY

LO: To explore the different subject areas within Humanities

Do Now!

On your blank maps:

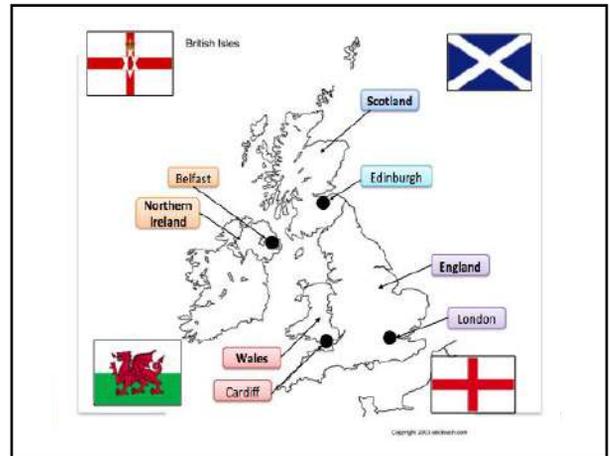
- **Label** England, Northern Ireland, Scotland and Wales.
- **Locate** the 4 capital cities of the United Kingdom.
- **Locate** London.
- **Locate** three places in the UK that you have visited on holiday.

How do you think our pupils could use this in all areas of Humanities?



The Beach Free Schools

Use an atlas to improve your accuracy.



What have we covered in Year 9 Core Humanities?

- **Aut1: World War One** – German Unification, Causes of WW1, Schlieffen Plan, Enlistment and Conscription, Trench Conditions, Battle of the Somme, Armistice
- **Aut2: The Inter-War Years** – Treaty of Versailles, Political Extremism, The Spanish Civil War, Weimar Republic
- **Aut2: The Rise of Hitler** – Hitler's early life, Rise to Power, Life in Nazi Germany
- **Spr1: The Holocaust** – Diversity in Europe, Holocaust, Warsaw Ghetto, Final Solution, Life after the Holocaust, Modern cases of Genocide



OPPORTUNITY THROUGH COMMUNITY

What have we covered in Year 9 Options?

- **Geography: Geography of Crime** – Perceptions of Crime, Choropleth Maps, Burgess Model, Demographics
- **History: Comparing Revolutions** – The English Civil War, The French Revolution
- **Religious Education: Introductory GCSE topics** – Nature of God, Creation, Life and Death



OPPORTUNITY THROUGH COMMUNITY

What have we covered in GCSE Geography?

- **Natural Hazards and Tectonics** – earthquakes and volcanoes
- **Tropical Storms** – hurricanes and typhoons
- **Weather and Climate** – including climate change
- **Urbanisation** – how cities are growing across the world
- **Olympic Park Fieldwork** – studying the changes in Stratford before and since the London Olympics
- **Ecosystems** – how does the natural world work
- **Hot Deserts and Rainforests** – challenges and opportunities
- **Rivers** – the structure and processes in rivers



OPPORTUNITY THROUGH COMMUNITY

What have we covered in GCSE History?

- **Medicine through Time 1250 - present:** Medicine in **medieval** England, The Medical **Renaissance** in England, Medicine in **eighteenth and nineteenth century** Britain, Medicine in **modern** Britain
- **The British sector of the Western Front 1914-18:** **injuries, treatments and the trenches** : **Context** of the British Sector of the Western Front, **Medical Treatments**, Key Organisations
- **Elizabethan England: Queen, government and religion** 1558-69, **Challenges to Elizabeth at home and abroad** 1569-88, **Elizabethan society** in the **Age of Exploration** 1558-88
- **The Cold War:** The **Origins of the Cold War** 1941-58, **Cold War Crises** 1958-70, The **end of the Cold War** 1970-91



OPPORTUNITY THROUGH COMMUNITY

What have we covered in GCSE Religious Education?

- **The study of religions:** beliefs, teachings and practices : Christianity and Islam
- **Thematic Studies:** Philosophical and ethical studies themes:
- **Relationships and Families** – sex, marriage and divorce, families and gender equality
- **Religion and Life** – origins and value of the universe, origins and value of human life
- **Peace and Conflict** – religion, violence, terrorism and war, religion and belief in 21st century conflict
- **Crime and Punishment** – religion, crime and the causes of crime, religion and punishment



OPPORTUNITY THROUGH COMMUNITY

What have we covered in BTEC Travel and Tourism?

- **Unit 1: The UK Travel and Tourism Sector** - UK travel and tourism sector and its importance to the UK economy, key industries and organisations within the sector, the role of consumer technology
- **Unit 2: UK Travel and Tourism Destinations** - UK travel and tourism destinations for different types of visitors
- **Unit 4: International Travel and Tourism Destinations** - international travel and tourism destinations and gateways, appeal of international travel and tourism destinations
- **Unit 6: The Travel and Tourism Customer Experience** - needs and expectations of different types of customer in the travel and tourism sector



OPPORTUNITY THROUGH COMMUNITY

What are the key skills we develop in Humanities?

- Literacy (especially in History)
- Numeracy (especially in Geography)
- Research
- Empathy
- Discussion and debate
- Critical analysis and evaluation
- Technical expertise



OPPORTUNITY THROUGH COMMUNITY

Extended writing in Humanities

- Just like in English...
- Essays and paragraphs
- P
- E
- A
- Supporting a viewpoint with evidence
- Exploring and evaluating conflicting viewpoints



OPPORTUNITY THROUGH COMMUNITY

How can I support my child in Humanities?

- Discuss the news and current affairs
- Challenge them to justify opinions and think about opposing views
- Encourage looking at issues from different perspectives
- Reinforce the importance of paragraphs and PEA in extended writing work
- Encourage pupils to log into Google Classroom to catch up with work or to extend their learning



OPPORTUNITY THROUGH COMMUNITY

How can I support my child in Humanities?

- We have created Knowledge Organisers in Geography and History
- Please look at some of the Knowledge Organisers we use in GCSE Geography and History
- Encourage pupils to use their knowledge organisers to help them revise keywords and concepts



OPPORTUNITY THROUGH COMMUNITY

Knowledge Organiser – Topic One: Medieval Medicine 1250-1500

Medieval Britain

1 Medieval Britain is the period between 1250-1500 also known as the 13th-16th century or the Middle Ages.

Key events

- 2 1123 Britain's first hospital, St Bartholomew's was set up in London
- 3 1350 Average life expectancy is 35 years of age
- 4 1348-49 The Black Death kills 1/3 of England's population
- 5 1388 Parliament passes the first law requiring streets and rivers to be kept clean by the people

Key Concepts

- 6 **The Medieval Church** –The official religion of medieval Britain was Roman Catholic. Daily life and power was dominated by the Church, they controlled education and many people feared God.
- 7 **The Four Humours.** First suggested by Greek doctor Hippocrates. **Black Bile, Yellow Bile, Blood and Phlegm.** These humours linked to elements and seasons. Hippocrates believed that if these humours became unbalanced you would get ill. To get better, you needed to balance them. Galen, a Greek doctor working in Rome continued the theory and added his own ideas. His **Theory of Opposites** to heal illness suggested using hot to cure cold.
- 8 **Medieval Power** The emphasis in Medieval Britain was on authority. The King had total power, but the Church had considerable control. People followed authority and would not question the views of

Key Words

- 9 **Superstition** A belief, not based on knowledge, but on the supernatural. For example witchcraft or astrology
- 10 **Purging** To rid the body of an 'excess' like blood or vomit
- 11 **Leeching** The use of leeches for bloodletting
- 12 **Cupping** Using glass cups to draw blood to the surface
- 13 **Fasting** To avoid eating or drinking
- 14 **Pilgrimage** A journey to a religious shrine and relics to show your love of God and to cure an illness
- 15 **Mass** Public worship in the Roman Catholic Church
- 16 **Astrology** Study of the planets and their effect on humans
- 17 **Miasma** Bad air which was blamed for spreading disease
- 18 **Apothecary** A medieval pharmacist or chemist
- 19 **Wise Woman** A female healer, who used folk medicine and herbal remedies to cure illnesses.
- 20 **Vademecum** A medieval medical book carried by doctors
- 21 **Urine Chart** Used to examine urine to define an illness
- 22 **Physician** A male medically trained doctor
- 23 **Barber Surgeon** Untrained surgeon, who practiced basic surgery
- 24 **Dissection** To cut open a human and examine the insides
- 25 **Epidemic** A widespread outbreak of a disease
- 26 **Trepanning** Cutting a hole in the skull

Useful websites

Geography:

- <http://www.geographyrocks.co.uk/revision.html>
- <https://www.bbc.co.uk/education/examspecs/zy3ptyc>

History:

- <https://www.bbc.co.uk/education/examspecs/zw4bv4j>
- www.historylearningsite.co.uk

Religious Education

- <https://www.bbc.co.uk/education/subjects/zb48q6f>



OPPORTUNITY THROUGH COMMUNITY

Thank you for listening

Do you have any questions?



OPPORTUNITY THROUGH COMMUNITY

Mathematics Parents as Pupils



Mrs Bridge-Madden
Head of Mathematics

OPPORTUNITY THROUGH COMMUNITY

What do we need to solve the next

3 GCSE

questions?

(and maximise our marks!)



OPPORTUNITY THROUGH COMMUNITY

Assessment

Higher

- Grades 9 – 4
- 3 examinations
- 2 calculator (1hour 45 minutes)
- 1 x non-calculator (1 hour 45 minutes)

Foundation

- Grades 5 – 1
- 3 examinations
- 2 calculator (1hour 30 minutes)
- 1 x non-calculator (1 hour 30 minutes)



OPPORTUNITY THROUGH COMMUNITY

Two shops, Food Mart and Jim's Store, both sell Kreemy Yoghurts.

Food Mart	Jim's Store
Kreemy Yoghurts	Kreemy Yoghurts
	
5 for £1.80	3 for £1.05

At which shop are Kreemy Yoghurts the better value for money?
You must show all your working.

This is a list of ingredients for making a pear & almond crumble for 4 people.

Ingredients for 4 people:
80 g plain flour
60 g ground almonds
90 g soft brown sugar
60 g butter
4 ripe pears

Jessica wants to make a pear & almond crumble for 10 people.

Here is a list of the amount of each ingredient Jessica has in her cupboard.

250 g plain flour
100 g ground almonds
200g soft brown sugar
150 g butter
8 ripe pears

Work out which ingredients Jessica needs to buy more of.
You must show all of your working.

Toby invested £4500 for 2 years in a savings account.
He was paid 4% per annum compound interest.

(a) How much did Toby have in his savings account after 2 years?

Jaspir invested £2400 for n years in a savings account.
He was paid 7.5% per annum compound interest.

At the end of the n years he had £3445.51 in the savings account.

(b) Work out the value of n .

They all rely on
explanations.

The best way you can help your
child is to ensure that they
ALWAYS include **ALL**
their working out.

Some pupils have
barriers to learning.

The biggest barrier is not knowing times tables well enough. It is not too late to learn them!

Times Tables Rockstars will help.

- Pupils answer times tables questions against the clock, earning "money" as they go
- The free app is available from the app store

KS4 assumes a certain level of understanding from KS3. Not all pupils have the basic knowledge they need.

The Keys to Success will help to develop their knowledge.

These are available in Google classroom and cover the following areas:

- Times tables
- Adding, subtracting, multiplying and dividing integers
- Adding, subtracting, multiplying and dividing decimals
- Adding, subtracting, multiplying and dividing fractions
- Adding, subtracting, multiplying and dividing directed numbers
- BIDMAS
- Solving equations
- Percentages
- Ratio and Proportion



OPPORTUNITY THROUGH COMMUNITY

Using hooks to learn

- We use all sorts of “hooks” to help pupils remember key mathematical facts.
- Can you remember any from your school days?
- One way you can help your child is to help them think up silly stories or songs.



OPPORTUNITY THROUGH COMMUNITY

Using hooks to learn

The Circle Song



OPPORTUNITY THROUGH COMMUNITY

Taking responsibility

- Completing all tasks
- Checking answers as they go along
- Correcting mistakes (purple pen) as they go along
- Asking for help when they do not know why their answer is wrong
- Using all the different resources we have to develop their understanding



OPPORTUNITY THROUGH COMMUNITY

Resources to help

- Read through the examples in my book
- MyMaths
- Active Learn
- Just Maths
- Transum
- Times Tables Rock Stars
- Ask a teacher or another pupil
- Ask a parent or relative



OPPORTUNITY THROUGH COMMUNITY

Thank you for listening

Do you have any questions?



OPPORTUNITY THROUGH COMMUNITY

English Parents as Pupils



Miss Caldwell
Head of English

OPPORTUNITY THROUGH COMMUNITY

What do we cover in Year 9?

- **Aut1:** Romeo and Juliet by William Shakespeare
- **Aut2:** The Curious Incident of the Dog in the Nighttime
- **Spr1:** English Language Unit
- **Spr2:** Of Mice and Men by John Steinbeck
- **Sum1:** Journalism and Conflict Writing Unit
- **Sum2:** Poetry



OPPORTUNITY THROUGH COMMUNITY

What do we cover in Year 10?

- **Aut1:** Romeo and Juliet by William Shakespeare
- **Aut2:** A Christmas Carol by Charles Dickens
- **Spr1:** English Language Papers 1 and 2
- **Spr2:** Poetry
- **Sum1:** Animal Farm by George Orwell
- **Sum2:** Revision



OPPORTUNITY THROUGH COMMUNITY

What do we cover in Year 11?

- **Aut1:** Revision of English Language
- **Aut2:** Revision of Poetry, Animal Farm and the Speaking and Listening assessment.
- **Spr1:** Revision of Romeo and Juliet and A Christmas Carol
- **Spr2:** Revision
- **Sum1:** GCSE examinations



OPPORTUNITY THROUGH COMMUNITY

What are the key skills we develop in English?

- Communication
- Literacy
- Critical thinking skills: critical analysis and evaluation
- Presentational skills
- Empathy
- Discussion and debating skills



OPPORTUNITY THROUGH COMMUNITY

What is a typical KS4 English lesson like?



OPPORTUNITY THROUGH COMMUNITY

A typical KS4 lesson activity

Read the following text about nutrition:

Vitamin A is an important nutrient. It is used to make rhodopsin, a pigment in our eyes. Therefore, Vitamin A is necessary for healthy vision. People can develop night blindness if they do not get enough of it. Carrots are an excellent source of vitamin A. Carrots should be a part of your daily diet.



Discuss with your partner: **is this text biased?**



OPPORTUNITY THROUGH COMMUNITY

Vitamin A is an important nutrient. It is used to make rhodopsin, a pigment in our eyes. Therefore, Vitamin A is necessary for healthy vision. People can develop night blindness if they do not get enough of it. Carrots are an excellent source of vitamin A. Carrots should be a part of your daily diet.



- Would you be more skeptical if you were told that the text was written by people who grow carrots commercially?
- The text also fails to mention that ingesting too much Vitamin A can make you sick, or that eggs and sweet potatoes are also good sources!



OPPORTUNITY THROUGH COMMUNITY

Why is bias so believable?

Vitamin A is an important nutrient. It is used to make rhodopsin, a pigment in our eyes. Therefore, Vitamin A is necessary for healthy vision. People can develop night blindness if they do not get enough of it. Carrots are an excellent source of vitamin A. Carrots should be a part of your daily diet.

Discuss with your partner and be ready to share ideas!

We tend to believe texts that seem **factual or scientific**; **facts** are used, but it **doesn't tell the whole truth**; the **formal** and **sophisticated** writing style sounds convincing!



OPPORTUNITY THROUGH COMMUNITY

Why is bias so believable?

Tottenham Hotspur 4-0 Bolton Wanderers

Tottenham have scraped through to the fifth round of the pointless FA Cup after being very lucky against Bolton.

Their fortunate first goal came from Darren Anderton who took a greedy penalty after supposedly being fouled by the courageous Mike Whitlow.

Other lucky goals were from the terrible Steffen Iversen after 35 minutes and Matthew Etherington managed to score somehow after 56 minutes.

Tottenham Hotspur 4-0 Bolton Wanderers

Wonderful Tottenham are triumphantly through to the fifth round of the magical FA Cup after thrashing the clueless Bolton with ease.

Their scorching first goal came from the magnificent Darren Anderton who took a penalty after an outrageous foul by the awful Mike Whitlow.

Other goals were from the graceful Steffen Iversen after just 35 minutes and Matthew Etherington added to the party atmosphere after 56 minutes.



OPPORTUNITY THROUGH COMMUNITY

How can I support my child in English?

- Chat about their reading and ask questions
- Listen to the news and read newspapers to discuss points of view
- Have a 'book friendly' home
- Encourage looking at issues from different perspectives to develop empathy
- Reinforce the importance of editing work



OPPORTUNITY THROUGH COMMUNITY

How can I help?

Ask questions! Encourage higher-level thinking skills by encouraging your child to question and challenge everything they see!



OPPORTUNITY THROUGH COMMUNITY

how can i help my child two improve there acheivement in english.

Help and encourage them to proof-read and edit their own work!

how can i help my child two improve there acheivement in english.

How many mistakes have I made above?

how can i help my child two improve there acheivement in english.



how can i help my child two improve there acheivement in english.

Capital letters

Homophones

h~~o~~w can ~~i~~ help my child ~~two~~ improve ~~there~~ ache~~i~~vement in ~~english~~.

Punctuation

Spelling rules - I before e, except after c

Thank you for listening

Do you have any questions?



OPPORTUNITY THROUGH COMMUNITY

Science
Parents as Pupils



Mr Vyas
Head of Science

OPPORTUNITY THROUGH COMMUNITY

GCSE Syllabus

As you may be aware the GCSE has changed significantly for science.

Pupils no longer have coursework to support their GCSE grades, instead they will sit 6 exams (2 in biology, 2 in chemistry, 2 physics).

This course is now linear and 100% exam assessed.



OPPORTUNITY THROUGH COMMUNITY

How do we teach our GCSE pupils in class?

On the following slides I will be running through a lesson with you to demonstrate how we teach pupils in science.

They are expected to be independent and they are stretched and challenged throughout.



OPPORTUNITY THROUGH COMMUNITY

Enzyme Action

Key words:

Substrate, Active site, Denatured

Starter: Why is the shape of a key important?

Can you think of other examples where shape is important?



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Learning Objectives

By the end of this lesson you should be able to explain:

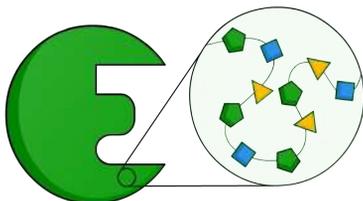
- What the function of the active site is of an enzyme. (Level 5 to 6)
- Why enzymes only work on specific substrates. (Level 6 to 7)
- How enzymes get denatured. (Level 8 to 9)



OPPORTUNITY THROUGH COMMUNITY

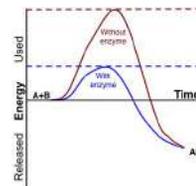
Enzymes are protein molecules, and so are made up of **amino acids**. Most **enzymes** contain between 100 and 1,000 **amino acids**.

These **amino acids** are joined together in a long chain, which is folded to produce a unique 3D structure.



OPPORTUNITY THROUGH COMMUNITY

In order for a reaction to take place it needs **activation energy**. If there is insufficient energy in the collisions, a **catalyst** can be used to increase the rate of reaction.



Enzymes are **biological catalysts** - **catalysts** are substances that increase the rate of chemical reactions without being used up

To do:

- Write definitions for a biological catalyst and activation energy
- Draw the graph

Extra challenge: Explain the benefits of reducing the energy needed for the reaction.



OPPORTUNITY THROUGH COMMUNITY

Pleanary

Answer the following questions:

- What is the function of the active site of an enzyme?
- Why do enzymes only work on specific substrates?
- How do enzymes get denatured?



OPPORTUNITY THROUGH COMMUNITY

What does denature mean? (1 point)

Sketch a graph to show how pH can alter enzyme activity (2 points)

Create a short comic strip to show how enzymes may become denatured (3 points)

How does temperature alter the rate of an enzyme reaction? (4 points)

Write a poem or story to explain why enzymes speed up the rate of reaction (4 points)

What are enzymes used for in the body? (1 point)

Enzymes research task

Draw a labelled diagram to show the lock and key model (2 points)

Sketch a graph to show how temperature can alter enzyme activity (2 points)

Draw a diagram to show why denaturing means an enzyme will no longer work (2 points)

What is meant by the optimum temperature? (2 points)

Write a song or rap to explain collision theory (4 points)

How does pH alter the rate of an enzyme reaction (3 points)



OPPORTUNITY THROUGH COMMUNITY

How can you support your child?

- Use BBC Bitesize as a revision tool-this is a fantastic website as you can revise with you child and there a tests after every topic to assess knowledge and understanding.
- Your child has full access to the textbook online-this is also an invaluable resource as it allows them to read around the topic that they struggle with and they can answer the questions in the textbook as revision. The textbook also supports the core practical assessment that they will be assessed on.
- On the school website you can buy your child the GCSE Edexcel revision book, work book an answer booklet to support and aid their revision.



OPPORTUNITY THROUGH COMMUNITY

Thank you for listening

Do you have any questions?



OPPORTUNITY THROUGH COMMUNITY

Spanish Parents as Pupils



Mr Bueno
Head of Spanish

OPPORTUNITY THROUGH COMMUNITY

Content covered in Year 9

- Aut1: Family and friends
- Aut2: Local area
- Spr1: My studies
- Spr2: Music, cinema and TV
- Sum1: Food and sport
- Sum2: Customs and festivals



OPPORTUNITY THROUGH COMMUNITY

Content covered in Year 10

- Aut1: Life at school/college
- Aut2: Travel and tourism
- Spr1: Education post-16
- Spr2: Healthy/Unhealthy living
- Sum1: Marriage and partnership
- Sum2: Technology in everyday life



OPPORTUNITY THROUGH COMMUNITY

Content covered in Year 11

- Aut1: The environment / Charity work
- Aut2: Career choices / Social media
- Spr1: Poverty and homelessness
- Spr2: Revision and preparation for assessments
- Sum1: Assessments



OPPORTUNITY THROUGH COMMUNITY

Parents can support their children in Spanish by:

- Being supportive and encouraging towards language learning
- Engaging in their weekly vocabulary learning
- Monitoring their proficiency of verb conjugations
- Being aware and familiar with the learning resources available



OPPORTUNITY THROUGH COMMUNITY

Homework

All students of Spanish are set two pieces of homework every week:

1. Productive type (reading, listening or writing activities)
2. Learning type (20 words per week)



OPPORTUNITY THROUGH COMMUNITY

Verb conjugations

Cantar = to sing, beber=to drink and escribir=to write.

In order to conjugate a regular verb in Spanish you must remove the : -ar/-er/-ir from the infinitive and add the appropriate verb ending.

Present tense regular verb endings

Personal Pronoun	AR	ER	IR
I	-O	-O	-O
YOU	-AS	-ES	-ES
HE/SHE/IT	-A	-E	-E
WE	-AMOS	-EMOS	-IMOS
YOU (PL)	-ÁIS	-ÉIS	-ÍS
THEY	-AN	-EN	-EN



OPPORTUNITY THROUGH COMMUNITY

Spanish interactive resources

www.wordreference.com

www.linguascope.com (reachfree / spanishrf)

www.kerboodle.com (GCSE Spanish textbooks (F/H))

www.quizzlet.com

Some of the many internet resources available:

www.languagesonline.org.uk

www.bbc.co.uk/languages/spanish

www.languagesresources.co.uk/Spanish



OPPORTUNITY THROUGH COMMUNITY

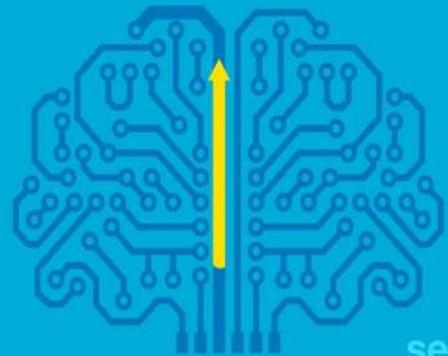
Revision Techniques Parents as Pupils



Mr Essery
Deputy Headteacher

OPPORTUNITY THROUGH COMMUNITY

Let's talk about neuroplasticity.



Neuroplasticity

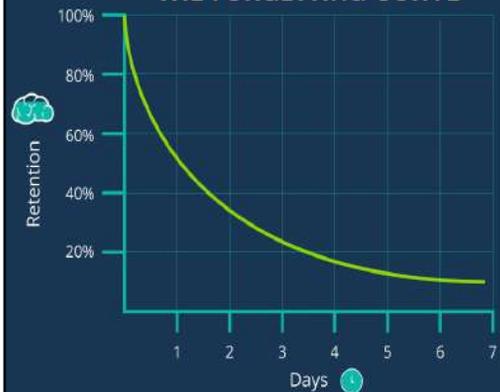
The lasting changes that happen in your brain throughout your life.

Based on the idea that your brain is 'plastic' and therefore mouldable.

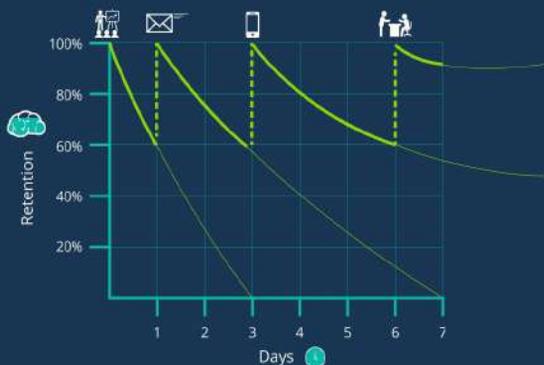
Supports the idea that you can change habits and become more knowledgeable.

The scientific evidence behind the idea of the **growth mindset**.

THE FORGETTING CURVE



COMBATING THE FORGETTING CURVE



7 STRATEGIES TO MAKE CONTENT STICK

Developed from the research *Make It Stick: The Science of Successful Learning* by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel

TEACHER TIP #1
Explain to Students How Learning Works

TEACHER TIP #2
Teach Students How to Study

TEACHER TIP #3
Create Desirable Difficulties in the Classroom

STUDENT TIP #1
Form a Habit of Self-Quizzing

STUDENT TIP #2
Space Out Your Retrieval Practice

STUDENT TIP #3
Mix Together Different Types of Problems

STUDENT TIP #4
Reinforce with Other Research-Based Strategies

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Teachers need to explain to pupils **how learning works**

Teachers must explain what we mean when we say “**study this**” or “**revise that**”

Teachers need to **pitch** our lessons at a level where tasks have a **desirable** level of **difficulty** for pupils

TEACHER TIP #1

Explain to Students How Learning Works



TEACHER TIP #2

Teach Students How to Study



TEACHER TIP #3

Create Desirable Difficulties in the Classroom



STUDENT TIP #1

Form a Habit of Self-Quizzing



STUDENT TIP #2

Space Out Your Retrieval Practice



STUDENT TIP #3

Mix Together Different Types of Problems



STUDENT TIP #4

Reinforce with Other Research-Based Strategies



Self-quizzing can be as simple as pausing when you are revising to ask yourself questions

It also includes techniques such as **flashcards** and using **past exam papers**

Retrieval practice refers to the challenge of remembering things you have learnt before

Pupils should **interleave** their revision – mix between different **subjects, topics** and **techniques**

Pupils must make sure they are revising in ways that are **proven** to be **effective**

AVOID FALSE SECURITY



"Rereading has three virtues against it. It is time consuming. It doesn't result in durable memory. And it often involves a kind of unwitting, self-deception, as growing familiarity with the text comes to feel like mastery of the content."

"Don't assume that you're doing something wrong if the learning feels hard."

**REREADING
IS NOT STUDYING**

PERFORM RETRIEVAL PRACTICE

During lecture or when reading, pause and ask yourself questions.

Create possible test questions. Write down answers. Check your results.

Make flashcards, and keep mixing the deck.

Quit cramming. Harness the power of sleep to organize your learning.

Embrace difficulties. Avoid false security of knowing.

Blend the study of 2+ topics, alternating between them.

OTHER RESEARCH-BASED STRATEGIES



How can I help my child to revise?

1. Regularly **ask them** about what they have been learning
2. Encourage them to make and/or use **flashcards** to define key concepts, and use these to **quiz them**
3. Speak **positively** about the capacity our brains have to improve our knowledge and understanding – the **growth mindset**
4. Ensure that when revising, the **environment** is appropriate, subjects are interleaved, and **regular breaks** are taken.

What we are doing to support you...

1. Giving parental access to **Google Classroom** so you can see what your child is working on in each of their classes
2. Updating the Curriculum section of the **website** so that you have an **overview** of what pupils do in each year of each subject
3. Speaking to pupils about the **revision strategies** that work, and how they should revise effectively

Revision Checklist



Is your environment **quiet, well-lit, and free from distractions**?

Do you have something to **revise** from, or are you **retrieving** from memory?

Revising from something

Retrieving from memory

You could:

Make **flashcards** or **paraphrase** the information

Read → Cover → Copy

Come up with **questions** about what you are revising

Elaborate - link ideas together

You could:

Reflect → Write - see how much of the topic you are revising you can remember

Use **mnemonics** to help you to remember key information

Remember to take a break after revising for 25 minutes

Humanities Parents as Pupils



Miss Awan
Head of Humanities

OPPORTUNITY THROUGH COMMUNITY

What Humanities subjects do we offer at KS4?

- GCSE History the branch of knowledge dealing with past events.
- GCSE Geography the science of the earth's surface and all life on it.
- GCSE Religious Education the study of different religions of the world.
- BTEC Travel and Tourism the activities of persons travelling to and staying in places outside their usual environment and the provision of services that are available to tourists



OPPORTUNITY THROUGH COMMUNITY

What have we covered in Year 9 Core Humanities?

- **Aut1: World War One** - German Unification, Causes of WW1, Schlieffen Plan, Enlistment and Conscription, Trench Conditions, Battle of the Somme, Armistice
- **Aut2: The Inter-War Years** - Treaty of Versailles, Political Extremism, The Spanish Civil War, Weimar Republic
- **Aut2: The Rise of Hitler** - Hitler's early life, Rise to Power, Life in Nazi Germany
- **Spr1: The Holocaust** - Diversity in Europe, Holocaust, Warsaw Ghetto, Final Solution, Life after the Holocaust, Modern cases of Genocide



OPPORTUNITY THROUGH COMMUNITY

What have we covered in Year 9 Options?

- **Geography: Geography of Crime** - Perceptions of Crime, Choropleth Maps, Burgess Model, Demographics
- **History: Comparing Revolutions** - The English Civil War, The French Revolution
- **Religious Education: Introductory GCSE topics** - Nature of God, Creation, Life and Death



OPPORTUNITY THROUGH COMMUNITY

What have we covered in GCSE Geography?

- **Natural Hazards and Tectonics** – earthquakes and volcanoes
- **Tropical Storms** – hurricanes and typhoons
- **Weather and Climate** – including climate change
- **Urbanisation** – how cities are growing across the world
- **Olympic Park Fieldwork** – studying the changes in Stratford before and since the London Olympics
- **Ecosystems** – how does the natural world work
- **Hot Deserts and Rainforests** – challenges and opportunities
- **Rivers** – the structure and processes in rivers



OPPORTUNITY THROUGH COMMUNITY

What have we covered in GCSE History?

- **Medicine through Time 1250 - present:** Medicine in **medieval** England, The Medical **Renaissance** in England, Medicine in **eighteenth and nineteenth century** Britain, Medicine in **modern** Britain
- **The British sector of the Western Front 1914-18:** **injuries, treatments and the trenches** : **Context** of the British Sector of the Western Front, **Medical Treatments**, Key Organisations
- **Elizabethan England: Queen, government and religion** 1558-69, **Challenges to Elizabeth at home and abroad** 1569-88, **Elizabethan society** in the **Age of Exploration** 1558-88
- **The Cold War:** The **Origins** of the **Cold War** 1941-58, **Cold War Crises** 1958-70, The **end of the Cold War** 1970-91



OPPORTUNITY THROUGH COMMUNITY

What have we covered in GCSE Religious Education?

- **The study of religions:** beliefs, teachings and practices : Christianity and Islam
- **Thematic Studies:** Philosophical and ethical studies themes:
- **Relationships and Families** – sex, marriage and divorce, families and gender equality
- **Religion and Life** – origins and value of the universe, origins and value of human life
- **Peace and Conflict** – religion, violence, terrorism and war, religion and belief in 21st century conflict
- **Crime and Punishment** – religion, crime and the causes of crime, religion and punishment



OPPORTUNITY THROUGH COMMUNITY

What have we covered in BTEC Travel and Tourism?

- **Unit 1: The UK Travel and Tourism Sector** - UK travel and tourism sector and its importance to the UK economy, key industries and organisations within the sector, the role of consumer technology
- **Unit 2: UK Travel and Tourism Destinations** - UK travel and tourism destinations and gateways, appeal of UK tourism destinations for different types of visitors
- **Unit 4: International Travel and Tourism Destinations** - international travel and tourism destinations and gateways, appeal of international travel and tourism destinations
- **Unit 6: The Travel and Tourism Customer Experience** - needs and expectations of different types of customer in the travel and tourism sector



OPPORTUNITY THROUGH COMMUNITY

What are the key skills we develop in Humanities?

- Literacy (especially in History)
- Numeracy (especially in Geography)
- Research
- Empathy
- Discussion and debate
- Critical analysis and evaluation
- Technical expertise



OPPORTUNITY THROUGH COMMUNITY

Extended writing in Humanities

- Just like in English...
- Essays and paragraphs
- P
- E
- A
- Supporting a viewpoint with evidence
- Exploring and evaluating conflicting viewpoints



OPPORTUNITY THROUGH COMMUNITY

How can I support my child in Humanities?

- Discuss the news and current affairs
- Challenge them to justify opinions and think about opposing views
- Encourage looking at issues from different perspectives
- Reinforce the importance of paragraphs and PEA in extended writing work
- Encourage pupils to log into Google Classroom to catch up with work or to extend their learning



OPPORTUNITY THROUGH COMMUNITY

How can I support my child in Humanities?

- We have created Knowledge Organisers in Geography and History
- Please look at some of the Knowledge Organisers we use in GCSE Geography and History
- Encourage pupils to use their knowledge organisers to help them revise keywords and concepts



OPPORTUNITY THROUGH COMMUNITY

Useful websites

Geography:

- <http://www.geographyrocks.co.uk/revision.html>
- <https://www.bbc.co.uk/education/examspecs/zy3ptyc>

History:

- <https://www.bbc.co.uk/education/examspecs/zw4bv4j>
- www.historylearningsite.co.uk

Religious Education

- <https://www.bbc.co.uk/education/subjects/zb48q6f>



OPPORTUNITY THROUGH COMMUNITY

Mathematics Parents as Pupils



Mrs Bridge-Madden
Head of Mathematics

OPPORTUNITY THROUGH COMMUNITY

What do we need to solve
the next
3 GCSE
questions?
(and maximise our marks!)



OPPORTUNITY THROUGH COMMUNITY

Assessment

Higher

- Grades 9 – 4
- 3 examinations
- 2 calculator
(1hour 45 minutes)
- 1 x non-calculator
(1 hour 45 minutes)

Foundation

- Grades 5 – 1
- 3 examinations
- 2 calculator
(1hour 30 minutes)
- 1 x non-calculator
(1 hour 30 minutes)



OPPORTUNITY THROUGH COMMUNITY

They all rely on
explanations.

The best way you can help your child is to ensure that they **ALWAYS** include **ALL** their working out.



OPPORTUNITY THROUGH COMMUNITY

The biggest barrier is not knowing times tables well enough. It is not too late to learn them!

Times Tables Rockstars will help.

- Pupils answer times tables questions against the clock, earning "money" as they go
- The free app is available from the app store



OPPORTUNITY THROUGH COMMUNITY

KS4 assumes a certain level of understanding from KS3. Not all pupils have the basic knowledge they need.

The Keys to Success
will help to develop their knowledge.

These are available in Google classroom and cover the following areas:

- Times tables
- Adding, subtracting, multiplying and dividing integers
- Adding, subtracting, multiplying and dividing decimals
- Adding, subtracting, multiplying and dividing fractions
- Adding, subtracting, multiplying and dividing directed numbers
- BIDMAS
- Solving equations
- Percentages
- Ratio and Proportion



OPPORTUNITY THROUGH COMMUNITY

Using hooks to learn

- We use all sorts of "hooks" to help pupils remember key mathematical facts.
- Can you remember any from your school days?
- One way you can help your child is to help them think up silly stories or songs.
- [The circle song](#)



OPPORTUNITY THROUGH COMMUNITY

Taking responsibility

- Completing all tasks
- Checking answers as they go along
- Correcting mistakes (purple pen) as they go along
- Asking for help when they do not know why their answer is wrong
- Using all the different resources we have to develop their understanding



OPPORTUNITY THROUGH COMMUNITY

Resources to help

- Read through the examples in my book
- MyMaths
- Active Learn
- Just Maths
- Transum
- Times Tables Rock Stars
- Ask a teacher or another pupil
- Ask a parent or relative



OPPORTUNITY THROUGH COMMUNITY

English Parents as Pupils



Miss Caldwell
Head of English

OPPORTUNITY THROUGH COMMUNITY

What do we cover in Year 9?

- **Aut1:** Romeo and Juliet by William Shakespeare
- **Aut2:** The Curious Incident of the Dog in the Nighttime
- **Spr1:** English Language Unit
- **Spr2:** Of Mice and Men by John Steinbeck
- **Sum1:** Journalism and Conflict Writing Unit
- **Sum2:** Poetry



OPPORTUNITY THROUGH COMMUNITY

What do we cover in Year 10?

- **Aut1:** Romeo and Juliet by William Shakespeare
- **Aut2:** A Christmas Carol by Charles Dickens
- **Spr1:** English Language Papers 1 and 2
- **Spr2:** Poetry
- **Sum1:** Animal Farm by George Orwell
- **Sum2:** Revision



OPPORTUNITY THROUGH COMMUNITY

What do we cover in Year 11?

- **Aut1:** Revision of English Language
- **Aut2:** Revision of Poetry, Animal Farm and the Speaking and Listening assessment.
- **Spr1:** Revision of Romeo and Juliet and A Christmas Carol
- **Spr2:** Revision
- **Sum1:** GCSE examinations



OPPORTUNITY THROUGH COMMUNITY

What are the key skills we develop in English?

- Communication
- Literacy
- Critical thinking skills: critical analysis and evaluation
- Presentational skills
- Empathy
- Discussion and debating skills



OPPORTUNITY THROUGH COMMUNITY

How can I support my child in English?

- Chat about their reading and ask questions
- Listen to the news and read newspapers to discuss points of view
- Have a 'book friendly' home
- Encourage looking at issues from different perspectives to develop empathy
- Reinforce the importance of editing work



OPPORTUNITY THROUGH COMMUNITY

How can I help?

Ask questions! Encourage higher-level thinking skills by encouraging your child to question and challenge everything they see!



OPPORTUNITY THROUGH COMMUNITY

Science Parents as Pupils



Mr Vyas
Head of Science

OPPORTUNITY THROUGH COMMUNITY

GCSE Syllabus

As you may be aware the GCSE has changed significantly for science.

Pupils no longer have coursework to support their GCSE grades, instead they will sit 6 exams (2 in biology, 2 in chemistry, 2 physics).

This course is now linear and 100% exam assessed.



OPPORTUNITY THROUGH COMMUNITY

How do we teach our GCSE pupils in class?

On the following slides I will be running through a lesson with you to demonstrate how we teach pupils in science.

They are expected to be independent and they are stretched and challenged throughout.



OPPORTUNITY THROUGH COMMUNITY

How can you support your child?

- Use BBC Bitesize as a revision tool-this is a fantastic website as you can revise with you child and there a tests after every topic to assess knowledge and understanding.
- Your child has full access to the textbook online-this is also an invaluable resource as it allows them to read around the topic that they struggle with and they can answer the questions in the textbook as revision. The textbook also supports the core practical assessment that they will be assessed on.
- On the school website you can buy your child the GCSE Edexcel revision book, work book an answer booklet to support and aid their revision.



OPPORTUNITY THROUGH COMMUNITY

Spanish Parents as Pupils



Mr Bueno
Head of Spanish

OPPORTUNITY THROUGH COMMUNITY

Content covered in Year 9

- Aut1: Family and friends
- Aut2: Local area
- Spr1: My studies
- Spr2: Music, cinema and TV
- Sum1: Food and sport
- Sum2: Customs and festivals



OPPORTUNITY THROUGH COMMUNITY

Content covered in Year 10

- Aut1: Life at school/college
- Aut2: Travel and tourism
- Spr1: Education post-16
- Spr2: Healthy/Unhealthy living
- Sum1: Marriage and partnership
- Sum2: Technology in everyday life



OPPORTUNITY THROUGH COMMUNITY

Content covered in Year 11

- Aut1: The environment / Charity work
- Aut2: Career choices / Social media
- Spr1: Poverty and homelessness
- Spr2: Revision and preparation for assessments
- Sum1: Assessments



OPPORTUNITY THROUGH COMMUNITY

Parents can support their children in Spanish by:

- Being supportive and encouraging towards language learning
- Engaging in their weekly vocabulary learning
- Monitoring their proficiency of verb conjugations
- Being aware and familiar with the learning resources available



OPPORTUNITY THROUGH COMMUNITY

Homework

All students of Spanish are set two pieces of homework every week:

1. Productive type (reading, listening or writing activities)
2. Learning type (20 words per week)



OPPORTUNITY THROUGH COMMUNITY

Spanish interactive resources

www.wordreference.com

www.linguascope.com (reachfree / spanishrf)

www.kerboodle.com (GCSE Spanish textbooks (F/H))

www.quizzlet.com

Some of the many internet resources available:

www.languagesonline.org.uk

www.bbc.co.uk/languages/spanish

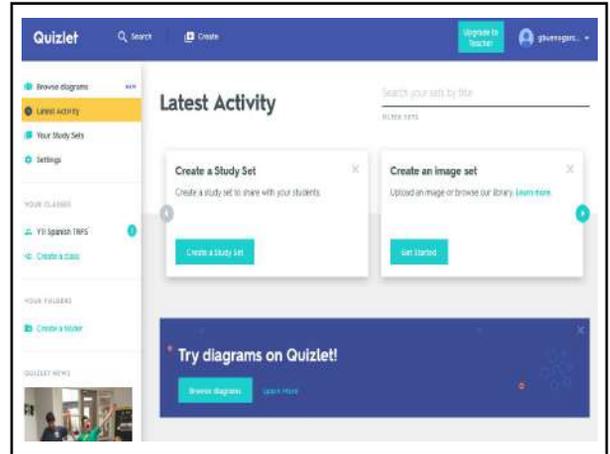
www.languagesresources.co.uk/Spanish



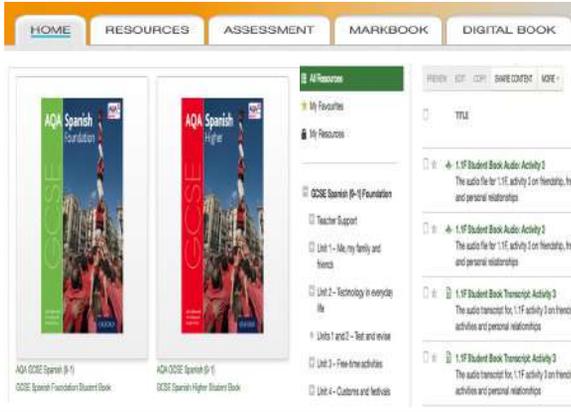
OPPORTUNITY THROUGH COMMUNITY

Linguascope

The World's Number 1 Interactive Language Learning Platform for Schools.



Kerboodle



Spanish exchange 2018



Thank you for listening

Do you have any questions?



OPPORTUNITY THROUGH COMMUNITY